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ABSTRACT

This report describes adolescence research supported by member agencies. It reviews the history, operational structure and activities for the year and describes the new theme, Youth Development. The combined research of all the agencies is presented, including the number of projects and the amount of funding in selected categories. The appendices include priorities for Fiscal Year 1978, a membership list of the Interagency Panel for Research and Development on Adolescence, and a selected bibliography. (LFB)

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Toward Interagency Coordination

FY '77 Federal Research and Development on Adolescence

Fifth Annual Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE INTERAGENCY PANEL FOR RESEARCH AND DEVELOPMENT ON ADOLESCENCE

Social Research Group
The George Washington University
Washington, D.C.

CG 012731

Toward Interagency Coordination:
FY '77 Federal Research and Development on Adolescence

Fifth Annual Report

Prepared for
The Interagency Panel for
Research and Development on Adolescence

by
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May 1978

Participating Member Agencies of the Interagency Panel for Research and Development on Adolescence

ACTION

Department of Agriculture (USDA)

Department of Commerce, Center for Census Use Studies

Department of Health, Education and Welfare (DHEW)

- Office of the Assistant Secretary for Planning and Evaluation (ASPE)
- Office of Human Development Services (OHDS)
- Office of Planning, Research and Evaluation (OPRE)
- Administration for Children, Youth and Families (ACYF)
- Administration for Public Services (APS)
- Rehabilitation Services Administration (RSA)
- Bureau of Community Health Services (BCHS)
- National Institute of Mental Health (NIMH)
- National Institute of Neurological and Communicative Disorders and Stroke (NINCDS)
- National Institute of Child Health and Human Development (NICHD)
- National Institute on Drug Abuse (NIDA)
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
- National Center for Education Statistics (NCES)
- Office of Education (OE)
- National Institute of Education (NIE)

Department of Housing and Urban Development (HUD)

Department of Justice (DOJ)

Department of Labor (DOL)

National Science Foundation (NSF)

Office of Management and Budget (OMB)

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INTRODUCTION

The Annual Reports are unique reference books produced by the Interagency Panels. They provide the only comprehensive overview of ongoing childhood and adolescence research activities across major funding agencies at the Federal level. They offer Panel members and agencies a first cut at the more extensive and detailed information that can be obtained from the Panels' information system.

The major purpose of the Adolescence Panel's annual report is to describe adolescence research supported by the member agencies during the most recent fiscal year. This description can aid Federal agencies in several ways. First, by filtering out adolescence-related research from the broad array of research areas which many agencies support, they provide each agency a sharper picture of its own research activities which pertain to adolescents. Also, by describing research activity supported by all agencies, the report enables an individual agency to compare its own pattern of research support with that of any other agency. In this way, an agency can identify the areas of research in which its funding activity overlaps with that of another agency, or can detect points of convergence and congruence where increased interagency communication and coordination would be especially fruitful. Finally, an agency can examine the overall picture of Federal research and development in order to determine gaps in the total Federal effort that are relevant to its own research mission, and use this information to guide the development of its forward plans.

Chapter I of the report reviews the history, operational structure, and Fiscal Year '77 activities of the Interagency Panel for Research and Development on Adolescence.

Chapter II describes the Adolescence Panel's new theme, Youth Development.

In Chapter III, the combined research of all the agencies is presented including the number of projects and amount of funding in selected categories. These categories pertain to major areas of research (e.g., cognitive growth and development, educational services), major kinds of research (e.g., basic, applied, evaluation), and research target groups (e.g., by age, sex, socioeconomic status, and race). Change from Fiscal Year '76 to Fiscal Year '77 in levels of activity in these categories are briefly examined. The availability of findings information across the various areas identified by the Panels' Information System is also assessed.

In Chapter IV, similar descriptions are presented, but they are presented separately for each agency, rather than for the overall Federal effort.

In Appendix A, priorities of the agencies for Fiscal Year '78 and beyond are examined within a matrix of research issues and areas.

Appendix B consists of the membership list of the Interagency Panel for Research and Development on Adolescence.

In Appendix C, a selected bibliography is presented of documents prepared by the Interagency Panels on Early Childhood and Adolescence.

CHAPTER I

THE INTERAGENCY PANEL FOR RESEARCH AND DEVELOPMENT ON ADOLESCENCE

History and Mission

In 1970, the Interagency Panel on Early Childhood Research and Development was convened by the Director of the Office of Child Development at the request of the Secretary of the Department of Health, Education and Welfare, and the Director of the Office of Management and Budget. The primary mission of the Panel is to facilitate Federal analysis of early childhood research and development (covering the age range of prenatal through nine years). The Early Childhood Panel served as an organizational model for the Adolescence Panel, which was created in 1972 and similarly charged with promoting cooperation and exchange of information between Federal agencies who support work on youth and adolescents. The Interagency Panel for Research and Development on Adolescence, whose age coverage extends from 10 years through adolescence and into the early 20's, carries out its tasks in close cooperation with the Early Childhood Panel. The two Panels share information about their agencies' research programs and plans, and diverse problems and issues of interagency concern. Furthermore, in cases where their interests coincide, the Panels participate jointly in special meetings and activities.

Membership and Organizational Structure

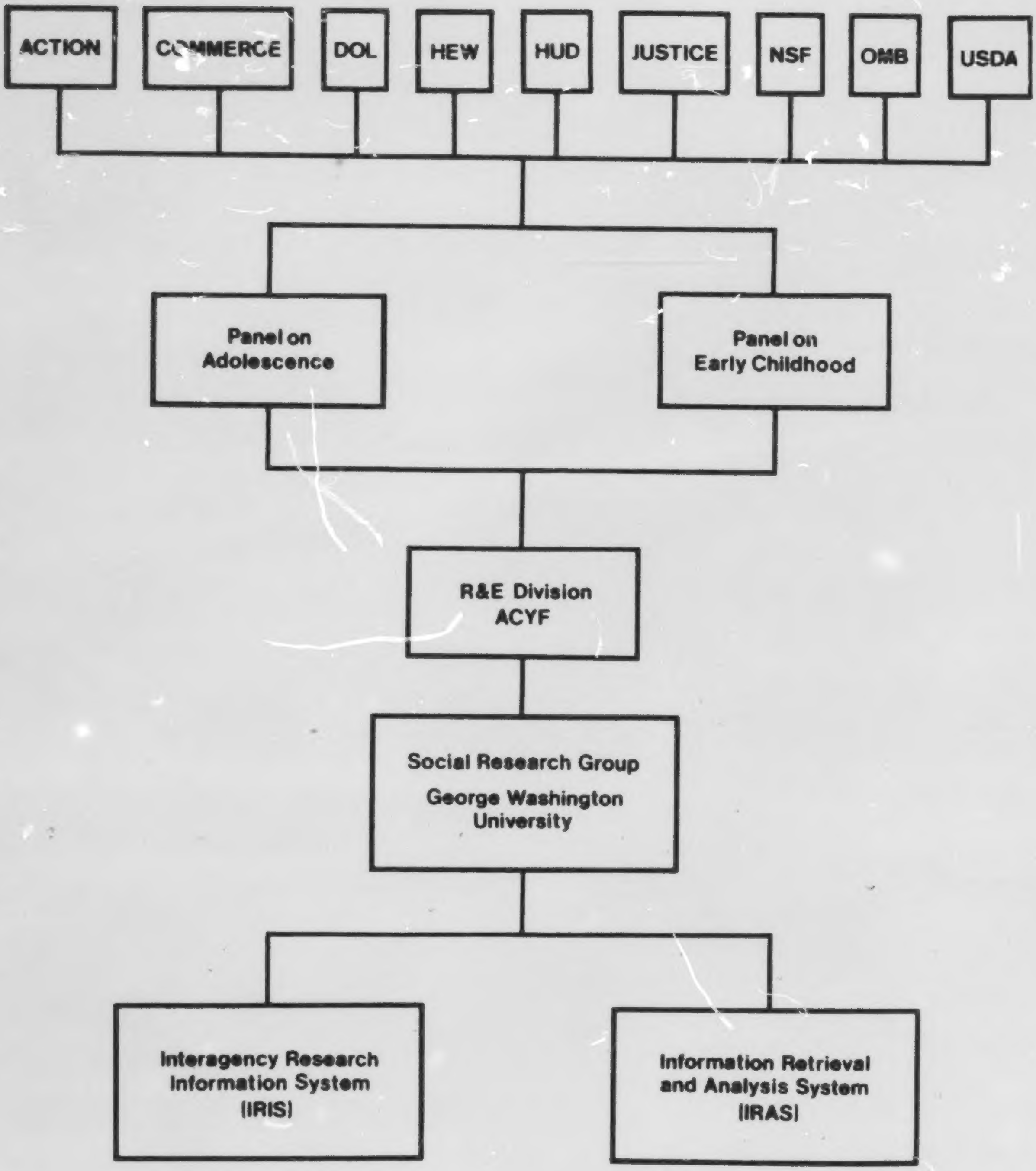
The Panels draw their members from the Office of Management and Budget; ACTION; the Departments of Agriculture; Commerce; Health, Education and Welfare; Housing and Urban Development; Justice; and Labor; and, most recently, from the National Science Foundation. They are administered through the Division of Research and Evaluation in the

Administration for Children, Youth and Family which contracts with the Social Research Group at The George Washington University for support services. The support system at the Social Research Group has five major functions: (1) the upkeep of a computerized data bank of information on early childhood and adolescence research funded by member agencies; (2) provision of research services including state-of-the-art papers, position papers, library research studies, presentations at meetings of professional associations, reports of site visits to demonstration projects, and surveys of the member agencies' viewpoints on selected issues; (3) the preparation of annual reports about research activities undertaken by the member agencies throughout the year; (4) administrative services, particularly the dissemination of information both to the Panel memberships and to outside groups and individuals; and (5) the organization of extramural projects involving the collaboration of the Panels and individuals having expertise in a broad spectrum of research and professional domains. Figure 1 is an organizational chart of the Interagency Panels.

The chairperson of the Interagency Panel for Research and Development on Adolescence is William Daniels, Office of the Assistant Secretary for Planning and Evaluation, DHEW; while Hal Wallach, Program Manager in the Center for Census Use Studies, chairs the Early Childhood Panel. The Panels meet regularly to discuss research issues and share news about their agencies' activities. Researchers from outside the Federal government sometimes present their research at Panel meetings.

The National Science Foundation. Both the Adolescence and the Early Childhood Panels welcomed the National Science Foundation as a new member agency in the summer of 1977. The National Science Foundation funds important, basic research concerning children and youth, and is an important addition to the Panels. Also, with the joining of the National Science Foundation a great many more projects will be added to the Interagency Research Information System (IRIS).

Figure 1
Organizational Chart of the Interagency Panels


ACTION
COMMERCE
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HUD
JUSTICE
NSF
OMB
USDA
Panel on Adolescence
Panel on Early Childhood
R&E Division ACYF
Social Research Group George Washington University
Interagency Research Information System (IRIS)
Information Retrieval and Analysis System (IRAS)

Activities

Presentations to the Panel

Committee on Evaluation and Information Systems. Dr. Charles M. Sisson, Chairman of the Committee on Evaluation and Information Systems (CEIS), introduced his organization to the Panel on December 14, 1976. CEIS is a subcommittee of the Council of Chief State School Officers and has the primary objective of representing the interests of the Chief State School Officers to the 22 Federal agencies which collect elementary and secondary educational data from local school districts. The majority of CEIS coordination efforts are largely handled by its three subcommittees: Data Acquisition, Management Information Systems Development, and Evaluation Studies.

CEIS requests that data acquisition in schools be cleared through one of its subcommittees and meet final approval of the appropriate chief state school offices (CEIS has a coordinator in every state). CEIS may be of help to researchers and agencies by informing them about other projects that are being done or have been done in their areas of interest, by assisting them in the utilization of information already collected by a state, and by offering aid with instrumentation and documentation. The purview of CEIS concerns with data include general statistical indicators as well as evaluation.

Family Impact Seminar. Sidney Johnson from the Family Impact Seminar, a program of The George Washington University's Institute for Educational Leadership, made a presentation to a joint meeting of the Adolescence and Early Childhood Panels on February 15, 1977. The Family Impact Seminar was formed to study the feasibility of assessing the impact of public policy on families.

Mr. Johnson called the notion that the United States has no policy a myth. While such a policy may not be well defined or articulated, he suggested that there are a wide range of public programs that profoundly affect families, such as the ways in which assistance to mothers and children is conditioned on the absence of fathers, and the large health insurance incentives for institutionalization but very little for home care. One of the goals of the Family Impact Seminar is to develop what Mr. Johnson called "a family impact statement" relevant to existing or contemplated public policies. He pointed out that there are profound and complex questions of definition and measurement. He said that very little or no interest exists in generating a whole new agency to study the family.

Another purpose of the Seminar is to look at the ways that families are changing and at the ability of parents to adapt. Mr. Johnson mentioned increases in women working outside the home and single parent families, the extinction of the three-generation family unit, the influence of television, and adult education, among other factors changing families.

Mr. Johnson was optimistic about American families and their coping strength. He felt that families should be viewed in terms of diversity and pluralism; he emphasized that there is no one category of American family.

National Institute of Education. Dr. Carnot Nelson, NIE, presented data from NIE studies dealing with Federal funding on educational knowledge production and utilization (KPU) across agencies on April 19, 1977. The reports are intended to answer three basic questions:

1. How much is the Federal government spending on educational KPU?
2. What kinds of work is the government supporting, in terms of KPU function-basic or applied research? Content? Performing agency?
3. What agencies are supporting which kinds of activities and what are the interagency differences?

He described two of a series of R&D System Studies which have been produced by NIE. Technical Report #1 uses four different data bases (the Interagency Research Information System (IRIS-SRG), the National Science Foundation, the Office of Management and Budget, and the National Academy of Sciences, to develop NIE's best estimate of 1975 spending for KPU. Technical Report #2 uses the program level data base developed by the National Academy of Sciences for analysis of spending by agency according to activity and function.

Dr. Nelson described another report which deals with program content and uses the IRIS data base, which is the most complete of the data bases in terms of number of items codes. When studied by primary focus, the largest number of projects were educational services, a large percentage of which were demonstration projects. In terms of intervention content, curriculum emphasis was on basic skills.

Cross tabulations of primary focus and KPU function show that more funds were being spent on children with special characteristics than on children in general (28 percent of all Federal KPU funds for bilingual; 11 percent for handicapped), and over half the funds were spent for children with special demographic considerations, primarily through demonstration projects. 42 percent of the performing organizations for all projects were Local Education Agencies (LEA's); 19 percent were academic groups, and 17 percent were non-profit corporations.

A multivariate analysis identified the relative predictive strength of selected variables concerning agency funding for activities supported by OE and NIE. The analysis shows that NIE sponsored 90 percent of the projects which do not contain educational curricula, were performed by academic or non-profit performers, dealt with all children, and were basic, general applied, evaluation, policy research or research support studies. On the other hand, OE sponsored nearly 100 percent of the projects which included a special target population, had a primary focus on child development, research methods, and were development and demonstration. The analyses clearly show the separate roles of these two agencies and the minimal amount of overlap.

Department of Health, Education and Welfare. Laurence Wyatt and Carol Galaty of the Office of International Affairs, DHEW, spoke at a joint meeting of the Adolescence and Early Childhood Panels about the United Nations-sponsored International Year of the Child (IYC), and plans for participation by the United States. On the 20th anniversary of the UN Declaration of the Rights of the Child, the General Assembly adopted a resolution to observe 1979 as the time to assess the conditions and needs of children worldwide and to raise the level of services which benefit them. With UNICEF as the lead agency, the Head of State of each of the member countries has been asked to review the country's programs for the well-being of children and to mobilize support for national and local action, according to each country's conditions and priorities. It is hoped that there will be a new awareness of children's special needs among decision makers and the public, as well as a recognition that programs for children are an integral part of economic and social development. Besides spurring national efforts to bring new dimensions to health, educational, and social services, the IYC should also stimulate research on the needs of children and encourage dissemination of research on child-related issues.

DHEW has been asked to coordinate the U.S. national effort with UNICEF, voluntary and nongovernmental groups, the State Department and other government agencies, in order to make the observation of the year as effective as possible. While the emphasis has been placed on action at the national level and a worldwide conference is not planned, simultaneous efforts of cooperation with other countries and international groups are expected to have global impact.

It was suggested that the IYC might link two other national events which are of special interest to the Interagency Panels for Research and Development on Early Childhood and Adolescence: the 1978 White House Conference on the Family and the 1980 Decennial Conference on Children and Youth.

Ms. Carol Galaty outlined three categories where action needs to begin: development of an administrative structure and an agenda for the U. S.; setting of a theme and the assessment of current Federal, State and local programs for children; and making suggestions to UNICEF for international activities. The Panel members discussed ideas for national and international activities and for possible roles of the Panels within the United States' effort. Among the suggestions were:

(1) the introduction of a formal mechanism betweennations for youth information exchange; (2) an international intern program; (3) energy education; (4) exchange of technology; and (5) the development of a "social inventory" of other countries to learn about child care, family support systems, and the intergenerational nexus.

On August 16, 1977, Lynn Knauff, Office of the Assistant Secretary of Health, Office of Child Health Affairs, and Dr. James Gordon, Alcohol, Drug Abuse and Mental Health Administration, discussed a recent report entitled: Forward Plan: Adolescent Health, indicating that there is a dearth of research on adolescent health issues, a lack of alternative health services for youth, and little awareness among professionals of adolescent health needs.

The report, which was prepared by representatives from several health agencies, emphasized four important areas of concern: (1) that the thrust of our health care services focuses on illness rather than prevention and does not really pertain to the needs of adolescents; (2) that the services available are hard for adolescents to get; (3) that the rights and responsibilities of young people through all stages of adolescence and of their parents, as well as the ethical responsibilities of health care providers are not really known; and (4) that the typical approach to adolescent health care is not comprehensive but rather focuses on specific concerns.

The traditional medical viewpoint is inadequate for adolescents' health care because the rapid developmental changes which occur during adolescence create special problems. It was noted, however, that some attempts are being made to provide medical professionals with in-service training programs to expand the focus of health care services.

Dr. James Gordon noted the need for alternative services for adolescents. For example, he mentioned the need to include young people in the health care delivery system. It has been observed that adolescents are more concerned and aware of their own health when they have had an opportunity to assist medical professionals.

It was suggested that the settings in which adolescents receive health care could be improved and expanded. The need to focus on prevention, adequate exercise and all kinds of treatment for youth, such as Lamaze, biofeedback, meditation, etc., was highlighted. It has been observed that adolescents seem more concerned and eager about good health when they understand and actively participate in treatment programs. The need to encourage young people to bring their families into treatment programs was emphasized. It was felt that a concerted effort is needed to reach out to adolescents in their environment in order to acquaint, assist, and provide them with adequate health care.

On October 25, 1977 Stan Kruger, Bureau of Elementary and Secondary Education, highlighted the interest generated by adolescent pregnancy and parenthood within the Department of Health, Education and Welfare. He noted that there has been a shift in terminology over time which has been prompted by changing attitudes toward the problems associated with early childbearing. Originally, the Department of Health, Education and Welfare defined the area of concern as "unwed mothers." The phrase "school age parents" emerged with increasing concern for fathers, for the education of school age parents, for the health of school age parents and for the parenting skills of school age parents. Although the government at least nominally guarantees education to school age parents, there is no guarantee of either health or social services. The provision of education to pregnant youth is changing from a special school, special student approach to a regular school, regular student approach. Although this change may improve the educational opportunities for pregnant youth, it complicates the effort to provide health and social services by dispersing potential recipients.

Concern with school age parents has grown recently, but the Federal government has been actively aware of the problem for some time. Baseline data since at least the sixties is available on marriage, divorce and natality among youth. Unfortunately, the data are not broken down by stages of adolescence. A department-wide task force in DHEW and with representatives from other agencies met regularly to work on the problems of adolescent parenthood between 1972 and 1975. The Public Health Service has been involved with an initiative on teenage pregnancy for the past two years.

Last June, Secretary Califano, DHEW, instituted a task force on adolescent pregnancy. The task force formed four work groups to deal with: (1) education and information; (2) contraception and contraceptive information; (3) support services for adolescents in general; and (4) service needs of pregnant adolescents and adolescent parents. The task force has highlighted a host of research priorities, including: (1) problems for adolescents; (2) fostering community and parental awareness in understanding the problems of adolescence associated with adolescent sexual activity and pregnancy; (3) expansion of contraceptive information and services; and (4) evaluation of sex education, family life and parenting education programs, and other programs of a preventive nature.

National Institute of Neurological and Communicative Disorders and Stroke.

At a joint meeting of the Adolescence and Early Childhood Panels on July 19, 1977, Dr. Sarah H. Broman of NINCDS described preliminary findings of the NINCDS perinatal project, in order to give the Panels an overview of the effects of early problems on children who do not systematically receive special intervention efforts. Dr. Broman reported on three ongoing studies of longitudinal data from the Collaborative Perinatal Project. In a population of over 40,000 children followed from the prenatal period, developmental factors associated with the following adverse outcomes at age seven are being examined: mental retardation, learning disorders, and minimal brain dysfunction.

The incidence of severe retardation (0.5%) did not differ by ethnic group in this study population, but mild retardation was more frequent among non-whites (5%) than whites (1%). The incidence of mild retardation, and to a lesser extent severe retardation, decreased as social class increased. Among the severely retarded children, three-fourths of the whites but only one-half of the non-whites had major neurological problems. From 6 to 14 percent of the mildly retarded children also had major neurological problems. In general, the proportion of retarded children with major neurological involvement increased as social class increased. Early predictors of retardation included signs of perinatal anoxia and psychomotor test scores in infancy.

In a study of learning disorders at age seven, low achievers were compared with their IQ-matched academically successful controls on indices of cognitive and physical development and family characteristics. Widespread cognitive deficits and behavioral deviations were found in the preschool period. Indices of socioeconomic status and family structure were more strongly related to low achievement than were indices of physical development and medical status. In a related study, a factor analysis of 25 possible signs of minimal brain dysfunction defined factors representing school achievement, hyperkinetic-impulse disorders, social immaturity, and minor neurological problems. Children with symptoms in more than one area were more common than would be expected if there were no association among symptoms, although most children who had problems in one area did not have problems in the other areas. Significant association of the factor scores were found with socioeconomic, perinatal, and developmental variables.

Cornell University. At the joint Adolescence and Early Childhood Panel meeting of July 19, 1977, Dr. Irving Lazar and Ms. Ruth Hubbell, Cornell University, reported to the Panels on positive effects of early intervention programs on development during childhood and adolescence. Much of this evidence has been generated by a number of studies which were initiated in the 1960's and recently organized into the Developmental Continuity Consortium. The Consortium, funded by the Office of Child Development through the Education Commission of the States, has enabled the principal investigators of these studies to pool their original data, and to collect comparable data on the current status of the children who had particpated in the earlier programs.

The programs carried out by twelve independent investigators fall into three categories: (1) Preschool Center-Based Programs; (2) Infant Home-Based Programs; and (3) Preschool Combination Home- and Center-Based Programs. Most of the children who participated in the programs were from low-income families. Recently, the investigators involved in these studies sought out the children who had been part of the programs and collected data on their present school progress and their feelings about the programs in which they had participated. They also interviewed the parents of the children in order to assess their attitudes toward the programs.

Preliminary analyses indicate that the percentage of program children placed in special education classes was lower than the percentage of control groups. It was also noted that program children were held back a grade less frequently than control children. Parental evaluation of the preschool programs was favorable. Parents felt that the programs were good for their children, and preferred the particular delivery systems used with their own children.

The researchers also asked the children how they felt about themselves, as well as about other aspects of their lives. The findings indicate that on the whole these children were sociable, involved in the community, made use of the public media, got along well with their families and participated in family activities. As for the future, a larger percentage of program children wanted to become professionals than children in the control groups. It would appear that early intervention programs do make a difference in the "long run." Further research is needed to find out how preschool programs help what kinds of children in what kinds of circumstances and under what kinds of conditions.

Department of Labor. On September 27, 1977, Mr. Joseph Seiler, Group Leader for the Youth Programs Task Force, Department of Labor, outlined the Youth Employment and Demonstration Projects Act of 1977, which is a part of the Administration's economic stimulus package. It was noted that the act has two objectives: (1) to provide youth with immediate employment; and (2) to provide a knowledge foundation that would assist in developing youth policies in the future.

Four programs have been legislated under the act: the Young Adult Conservation Corps; the Youth Incentive Entitlement Pilot Projects; the Youth Community Conservation and Improvement Projects; and the Youth Employment and Training Program. The programs vary with respect to criteria for participants' school status, age and economic situation.

Projected length also varies, with three programs of one year's duration and one program scheduled for three years. A common feature of all the programs is that they will be operated by Comprehensive Employment and Training Act (CETA) prime sponsors (i.e., state/local governments) in connection with local education agencies.

Mr. Seiler discussed the programs, citing the criteria and intentions of each. The Young Adult Conservation Corps was designed to provide conservation-related jobs for 22,000 young people nationwide. The Youth Incentive Entitlement Pilot Projects is seen, in part, as an experiment to test the feasibility and impact of youth entitlement to jobs. The program calls for the selection of a few communities where youth 16 to 19 years of age, economically disadvantaged, in school or willing to return to school, will be provided with jobs part time during school sessions and full time during the summer. The program is seen as a means of discovering if this and future programs are economically and logistically practical. The Youth Community Conservation and Improvement Projects are directed toward 16- to 19-year-old economically disadvantaged youth, and the participation of community and neighborhood organizations will be stressed. Labor organizations will be encouraged to become involved. The Youth Employment and Training Program is designed for youth both in and out of school. The program is intended to focus on work training programs.

Plans for studies to determine the effectiveness of the programs were discussed. Process evaluations and longitudinal studies have been scheduled as part of an effort to determine the impact of the programs on the economy, community and participants. Development of a knowledge base will stem from these and other research and evaluation studies.

University of Pennsylvania. On October 25, 1977, Dr. Frank F. Furstenberg, Jr., University of Pennsylvania, spoke on teenage parenthood. Dr. Furstenberg described his research for the Panel, as well as noting what research areas still need to be addressed and what some implications may be for future programs and policies. Dr. Fustenberg's longitudinal study began in 1965 and the results were published in 1975. The aim of of the study was to look at the problems of early childbearing with hopes of specifying the costs of early parenting for the mother, father, child, and thus the family. Related aims of the study were to: (1) find out why early childbearing has the consequences it does; (2) define the economic disadvantages; (3) inventory the problems and stresses; and (4) attempt to discover what effects teenage childbearing has on the future life chances of the adolescent parent.

Dr. Furstenberg's research was conducted in Baltimore with a sample consisting of 400 low-income adolescent mothers and their classmates who were not pregnant. Most of the women were black. Dr. Furstenberg cautioned against generalizing his results beyond his sample. His results included findings that adolescent childbearing depressed the educational and economic attainment of the adolescent parents, and that childbearing had a divisive effect on adolescent marriages. Among disadvantaged adolescents, early childbearing at the very least augmented their difficulties. Dr. Furstenberg pointed out that he cannot say whether or not these effects of adolescent childbearing are permanent or, if they are not, how long they last.

Dr. Furstenberg cited the following as areas in need of research: How long do the effects of early childbearing last? What is the effect of adolescent childbearing on the entire kinship network? What is the level of awareness among parents and within the community of the extent of adolescent childbearing and of problems associated with it? What kinds of programs might be acceptable in the community? Dr. Furstenberg emphasized the importance and difficulties of longitudinal research.

Dr. Furstenberg also discussed policy implications of his research. For example, he found the family to be the chief provider of services. He suggested, therefore, that all programs and policies recognize the family as the primary service provider, that they seek to make the family more effective, and that they structure partnerships between families and agencies. He found fathers eager to be involved with their children and pointed out that programs should seek to support and strengthen the commitment of fathers to their children. Moreover, Dr. Furstenberg talked about the need to educate the community, parents and adolescents about contraception. His study established that existing services for adolescent parents were seriously weakened by being short-term, partial and fragmented. Finally, Dr. Furstenberg linked problems of adolescent childbearing with problems of unemployment.

Forum on Youth Participation

In November 1976 the Panel sponsored a conference on Youth Participation. The conference promoted discussion among Panel members and outside specialists, and resulted in a matrix designed to provide a format into which research issues and questions can be categorized. A more detailed description of the conference is included in the '76 Adolescence Annual Report.

The National Debate on Assertions about Career Education

The Panel joined the National Institute of Education in sponsoring a debate on career education that was held in June 1977. The subject of career education has long been controversial and has generated substantial discussion. It was hoped that a debate among persons who had studied the issues would organize and summarize both the conflicting points of view and relevant research, and also identify gaps in research. The debate was also seen as a means of tying the Panel's interest in youth participation and education and work to studies concerning career education.

Three topics were debated. *First*, can the contention be supported that individual exercise of free choice of career direction will result in occupational choices that are consistent with the preferences of relevant social units (e.g., parents of compulsory school-age children, minority groups, communities, etc.)? Peter Schrag, author, critic and former editor with *Change* and *The Saturday Review*, argued affirmatively while Margaret Fallers, anthropologist and Director of the Office of Affirmative Action at the University of Chicago, argued negatively. *Second*, can the contention be supported that the future of occupations is sufficiently predictable that the provision through formal schooling of job-entry vocational skills is to be preferred to no provision of such skills during formal schooling? The affirmative position was upheld by Garth L. Mangum, Professor of Economics and Director of the Human Resources Institute at the University of Utah, and the negative position by C. Arnold Anderson, Professor of Sociology and of Comparative Education at the Univeristy of Chicago. Third, can the contention be supported that there exists sufficient interest for employers, workers and school systems to cooperate or collaborate in the preparation of students for work? Willard Wirtz, Director of the National Manpower Institute and former Secretary of Labor, argued, yes; David K. Cohen, Professor of Education and Social Policy at Harvard University argued, no.

The International Year of the Child

On the 20th anniversary of the United Nations Declaration of the Rights of the Child, the General Assembly adopted a resolution to observe 1979 as the time to assess the conditions and needs of children worldwide and to raise the level of services which benefit them. The Adolescence and Early Childhood Panels have developed plans for their contribution to the United States' observance of the International Year of the Child (IYC). The plans are characterized by a tripartite approach combining (1) document development and dedication with (2) information services and (3) dissemination efforts in the form of conferences and meetings.

Documents. The 1979 Adolescence and Early Childhood Annual Reports will be developed with IYC goals in mind and will be available to interested individuals with the objective of furthering these IYC goals. The Status of Children 1979 will provide an overview of Children in the United States from many different demographic perspectives, again dedicated to IYC objectives. The Panels propose to publish a directory of research methodologies and instruments used in projects funded in FY'77 and FY'78. Also, the Panels plan to prepare a collection of abstracts of projects funded by members of the Interagency Panels dealing with cross-cultural studies.

Information Services. The support staff of the Interagency Panels will serve as a contact point for IYC visitors wishing information on federally sponsored RDD&E projects via the Interagency Research Information System (IRIS). The support staff will also develop a directory for IYC visitors which offers information on Federal agencies dealing with various aspects of research on children and youth together with key people in those agencies and their professional areas of expertise. Third, a directory of agencies' intramural information systems will be created.

Meetings and Conferences. The Panels will extend an invitation to IYC participants and visitors to take part in regular Panel meetings. Also, a conference is planned which will complement IYC activities planned by other project sponsors and by IYC organizations themselves stemming from the unique capabilities and resources of the Interagency Panels.

Trends in Research Funding

A subcommittee of the Interagency Panel for Research and Development on Adolescence under the direction of the full Panel has been investigating trends in research funding. The subcommittee has looked for shifts in the distribution of funding between different research goals (e.g. basic, applied, demonstration). The search is limited by the restrictions of the Interagency Research Information System (IRIS) data base: for example, the fact that IRIS includes data concerning research on children and youth exclusively, and the definitions of the various categories of interest have to be those used in the coding of the data for IRIS. The subcommittee has considered data for Fiscal Years 1974, 1975 and 1976. A full report will be prepared when the data for FY'77 has been included. The data that has been examined indicates that the proportion of funding devoted to basic research has not changed, that the proportion spent on applied research has declined while that for demonstrations has increased.

Publications

A Generalized Matrix for Research in Youth Participation by Stephen R. Heyneman and Donald R. Thomas, was designed to provide a format into which research issues and questions can be categorized by the member agencies. The paper includes a discussion of the concept of Youth Participation, a statement on the theoretical foundation for Youth Participation efforts, and a matrix of Youth Participation research issues and questions.

The Frequency and Quality of Measures Utilized in Federally-Sponsored Research on Children and Adolescents by Stephen R. Heyneman and Pamela Cope Mintz investigating whether or not there is a relationship between an instrument's quality and the frequency with which it is used, was published in The American Educational Research Journal, Spring 1977 (vol. 14, no. 2). Heyneman and Mintz found that overall there is a positive relationship between the quality of a test and its frequency of use. The relationship is particularly strong for tests of academic achievement, somewhat equivocal for tests of vocational skills and intelligence, and actually non-existent for reading tests and tests of personality.

The Status of Children 1977

The Status of Children 1977 (Snapper and Ohms), the second biennial report on children, presents data on children, and discusses the implications and possible uses of such information for policy and program planning. The document has three sections. Demographic statistics, information and trends in the structures of families, and data on the income levels of families with children are presented in the first section. The second section describes some of the handicapping conditions threatening children in the areas of health, education, and welfare, and programs designed to alleviate such conditions. In the last section, the authors discuss the use of information in governmental decision making.

The Information Systems

The Interagency Research Information System (IRIS)

The Interagency Panel on Early Childhood Research and Development established a computerized data system in 1970 which facilitated the sharing of information and encouraged the coordination of planning among the member agencies. Prior to its establishment no organization had centrally collected and disseminated information about ongoing research from the Panel's member agencies. As has been mentioned, in 1972 the Early Childhood Panel was joined by the Interagency Panel for Research and Development on Adolescence. Separate data banks were maintained until 1973, when a joint system was formed. The Interagency Research Information System (IRIS) features a unique and expanding data file on early childhood and adolescence research projects funded by member agencies across the Federal government. The number of requests for information from IRIS has increased steadily over the years, as knowledge of the system has become more widespread. Numerous requests have been answered for Panel member agencies, other Federal agencies, Congressional committees, universities, foundations, institutes, and individuals. During FY'77, special efforts were made by the Panels to familiarize individuals in Federal agencies with the various ways in which IRIS can be used.

IRIS currently contains information about 4,998 ongoing Federally funded projects ($474 million) relating to children and adolescents. In the early years of the Panel, agency representatives classified their own agency's projects and that information became the basis of the computerized data bank. Since then, however, the data collection and computerization effort has grown considerably, and the Panels' support staff now collects information directly from agency files about the individual research projects active during the last fiscal year. The team prepares an abstract of each project, and classifies and codes salient aspects of the approach, procedure and content area of the project, using a set of descriptors developed by the Social Research Group in conjunction with the Panels. The coded information is then entered into the computerized data bank.

Two basic kinds of information can be retreived by users of the system: (1) numerical and (2) literal. The numerical information includes counts of projects and amounts of funding (and percentages). This numerical information can be retrieved for individual categories of research, or it can be retrieved in table form directly from the computer. For instance, a user can ask for a table showing data on research projects on the family, broken down by agencies and kinds of research (basic, applied, etc.), as shown in the photocopy of an actual print-out in Figure 2.

In addition, literal information can be obtained, which includes the titles of projects, the names and addresses of the principal investigators, and abstracts of the project proposals. In contrast to previous years, project abstracts can now be obtained directly on the computer print-out, and do not have to be photocopied from file copies.

In addition to abstracts of project proposals, summaries of findings of some terminated and continuing projects are now available to users of IRIS. These summaries are obtained through questionnaires sent to the principal investigators of projects funded by the member agencies. As of April 10th, 1978, 1,342 summaries of findings were on file.

A request for information about the data system projects may be made in writing or by telephone to:

Social Research Group, GWU
Attn: IRIS-IRAS
2401 Virginia Avenue. N.W.
Washington, D.C. 20037

In general, the more clearly defined the request, the more relevant the response to that request. The request should specify areas

Figure 2

FY '77 FAMILY PROJECTS: AGENCY BY KIND OF RESEARCH

	BASIC		APPLIED		EVALUATION RESEARCH		POLICY RESEARCH		SOCIAL ACCOUNTING		DEMO/UTI-LIZATION		SUPPORT & UTIL.	
	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77	PROJE-CTS	FUNDI-NG77
BCHS	6	264,547	16	1544680	-	-	1	170,686	1	357,657	-	-	-	-
NIMH	133	5268921	59	3733454	11	607,854	-	-	1	0	3	150,471	8	83,184
NICHD	55	4501262	43	3014732	-	-	1	96,957	5	375,794	-	-	-	-
OASPE	-	-	-	-	1	0	4	5,000	-	-	-	-	-	-
ACYF	31	1868363	58	5061724	16	2702384	13	906,399	2	115,368	11	1216920	2	99,185
RSS	1	29,189	1	50,927	1	2,544	-	-	-	-	1	60,902	-	-
TITLE XX	-	-	6	496,094	-	-	1	95,897	1	0	1	103,822	1	172,265
OE/BEH	4	77,054	73	5907366	-	-	-	-	-	-	54	3242630	1	7,500
OE/FT	-	-	-	-	3	381,765	-	-	-	-	-	-	-	-
NCES	-	-	-	-	-	-	-	-	2	1696461	-	-	-	-
NINCDS	5	70,649	3	1039748	-	-	-	-	1	12,061	-	-	-	-
USDA	45	0	15	0	3	0	1	0	1	0	-	-	-	-
OE/OPRE	-	-	1	18,440	4	358,512	1	0	-	-	-	-	-	-
OE/DET	-	-	2	1674165	-	-	-	-	-	-	-	-	-	-
DOL	4	61,758	1	23,323	-	-	-	-	-	-	-	-	-	-
NIE	8	94,063	11	1779080	1	58,741	4	305,836	2	250,763	1	160,637	1	4,000
YDB	-	-	1	109,874	-	-	-	-	-	-	-	-	-	-
OE/DEE	-	-	1	37,778	-	-	-	-	-	-	-	-	-	-
NIDA	15	1125037	19	1611470	-	-	-	-	-	-	10	766,373	-	-
OE/OIE	-	-	6	374,112	-	-	-	-	-	-	16	1241384	-	-
NIAAA	11	697,382	3	113,430	-	-	-	-	-	-	9	1170013	-	-
LEAA	1	268,629	1	69,162	3	1028740	-	-	-	-	-	-	-	-
OE/OCE	-	-	3	175,374	-	-	-	-	-	-	2	0	-	-
OE/CONSUMERS ED	-	-	-	-	-	-	-	-	-	-	2	96,014	-	-
OE/STATE & LOCAL ED PROG	-	-	-	-	-	-	-	-	-	-	1	0	-	-
OE/DIV. OF DRUG ED, NUTRITION & HEALTH	-	-	-	-	-	-	-	-	-	-	1	0	-	-
NSF	9	498,270	2	0	-	-	-	-	-	-	-	-	-	-
HCFA	-	-	-	-	1	75,000	-	-	-	-	1	154,525	-	-

- DATA NOT AVAILABLE.

of interest (e.g., use of psychoterapy on preschool children) and, if possible, areas in which there is no interest (e.g., no basic research projects). Users of IRIS are advised to consult this annual report and the annual report of the Early Childhood Panel first. These reports present a large number of tables breaking down the FY'77 projects by various areas, approaches, and categories, and will provide the user with an estimate of the amount of research activity in a particular area of interest, and will acquaint the user with the various ways in which the information in IRIS is classified.

The general policy of both Panels is that all information in the data bank should be made available to whoever makes a request. In recent years, the number of requests for information from interested agencies and from persons outside the Federal government has increased steadily. Because of this increase, requests from non-Federal government sources must be fulfulled on a cost-reimbursement basis.

The Information Retrieval and Analysis System (IRAS)

The Information Retrieval and Analysis System (IRAS) was developed to compile existing data on children and to permit retrieval of data relevant to user requests. IRAS contains substantial data pertaining to target groups and demographically defined populations, and services with a major emphasis on children. By one count, there are more than 1,200 Federal and Federally sponsored sources of information; by another count, which includes proprietary sources, there are over 1,800. Because information relevant to a given issue, decision, policy, or research topic typically spans multiple sources, types, and forms of information, its utilization poses a difficult practical problem.

IRAS has been designed and implemented in stages, beginning approximately three years ago. Its primary purpose is to complement IRIS, by identifying, acquiring, and analyzing information, much of which is numeric or statistical in nature. Because information sources which IRAS draws upon typically provide both bibliographic and numeric or statistical information, IRAS has been expanded to include and make available to users four types of information: (1) numeric/statistical; (2) narrative/bibliographic; (3) abstracts; and (4) references/citations. In addition, it is possible on special request to acquire documents for which only abstracts, references, or citations are available through existing public or private sources.

IRAS is a custom research data bank; that is, a data bank where searches or products are tailored to the requirements of the individual researcher or other user. IRIS descriptors may be used, although with requests for statistics or numeric data additional descriptors should also be used. Most documents in IRAS are full-text, hard copy. Many are documents difficult or impossible to find from other sources. Copies can be made of these documents or the relevant portions, as appropriate. Many of the information sources utilized by IRAS provide only references, citations, or abstracts, and do not provide full text. In many instances, however, IRAS can acquire selected documents in response to a user request. Another major feature of IRAS is the emphasis on analysis, in addition to mere retrieval of information. Routine analyses include retabulating or reformatting data to highlight the points of primary concern to the researcher or user. For example, tabular data are often converted to an easy-to-read graphical format for the user. Additional analytic services are available on a special request basis.

Information Utilization in FY '77

Since the Early Childhood Panel was formed in July 1970 and the Adolescence Panel two years later, a computerized information system has been maintained to classify current research on early childhood and adolescence. In addition to providing support to the Interagency Panels and their member agencies, information from the system is available to members of the research community on a cost-reimbursable basis.

This Interagency Research Information System (IRIS) has been used by Federal agencies for different purposes, which include the following: (1) to survey ongoing research in a particular field prior to developing their own initiatives; (2) as a convenient way to respond to routine requests for information concerning their own projects; (3) to indicate to their contractors and grantees how they might enhance comparability across projects; and (4) to analyze information across Federal agencies on research efforts for children and youth in general and for specific target populations. In addition to fulfilling these and other informational needs, the Social Research Group produces and distributes publications and documents under the Panels' direction.

The following figures help to illustrate the use of the Panels' resources. During 1977 the Social Research Group disseminated 7,240 publications to members of the Panels, other Federal, State, and local decision makers and members of the research community. Included in this figure were requests for many of the older documents published by the Panels as well as the several new reports completed during the course of the year. Requests for computer-generated lists of project titles and complete project abstracts which provide information on the objectives, methodology, sample and instrumentation of each project were extensive. Approximately 20,150 abstracts were distributed between July 1976 and September 1977 in response to requests from Federal and non-Federal organizations. Distribution of informational items such as working papers, minutes of meetings, agendas and memoranda resulted in 3,575 mailings. Therefore, the total number of mailings between January and December was 11,815.

Dissemination

Stephen Heyneman, previously with the Social Research Group and now with the World Bank, chaired a session on "The Resurgency of Research in Adolescence,: and presented a paper on "The Resurgency of Responsibilities in the Raising of Adolescents" at the annual meeting of the American Educational Research Association, held in New York City in April,

1977. William Daniels, Office of the Assistant Secretary for Planning and Evaluation (OASPE), DHEW, also participated in that session, and presented a paper on "The Federal Government: Future Trends in Adolescence." An article based on Dr. Heyneman's presentation, "Adolescence Obligations and Educational Policy," will appear in a 1978 issue of The American Biology Teacher.

Maure Hurt, Jr., and Ada Jo Mann, of the Social Research Group, and Carol McHale, an Early Childhood Panel member from OASPE, DHEW participated in the Office of Child Development Conference on Parents, Children, and Continuity, which was held in El Paso, May 23-25, 1977. Their session, entitled "Governmental Research on Children," consisted of an explanation of IRIS, the Interagency Panels' Information System, by Dr. Hurt, a synopsis of recent findings in research on infants, by Ms. Mann, and a discussion of Federal funding of research, by Dr. McHale.

CHAPTER II

YOUTH DEVELOPMENT: THE PANEL THEME

Increasingly, researchers' interested in human behavior are focussing on development at every stage of the life cycle. Growing up, maturing, and growing old are seen as processes of natural evolution. The many varied interests of the Interagency Panel for Research and Development on Adolescence converge on the particular sequence in that natural evolution when the child becomes an adult, a sequence involving diverse types of changes occurring in numerous kinds of environments and spanning many years. The Adolescence Panel has been using Youth Development as a central theme in its coordination efforts. By concentrating on Youth Development, the Panel has consciously tried to promote the perspective of looking at adolescents as normal individuals of a certain stage of life, rather than as a collection of deviants (e.g., drug addicts, juvenile delinquents).

Three kinds of variables have consistently been at the center of Panel discussions about Youth Development; these are types of development, contexts of development, and stages of development. Youth develop in many different ways between ages 10 and 24 (the age range of interest for the Adolescence Panel). For example, the individual changes physically, cognitively, and socioemotionally during adolescence. Furthermore, these different types of development are affected by and have an influence on the many different institutions and aspects of communities with which youth have contact. Finally, it is useful to break adolescence down into stages because many of the issues of interest when considering 10 to 15 year olds are different than the issues of importance to 15 to 18 year olds or to 18 to 24 year olds.

The Panel recognized that comprehension of what is involved with Youth Development could be enhanced by graphic representation, and has worked with two approaches to graphic representation of Youth

Development: a format of matrices and a cube, and a circular approach. The particular types of development, contexts of development and stages of development that are used in the figures that follow are highlighted for illustrative purposes only. The possibilities of different types of contexts or stages of development that might be specified are infinite. For the sake of demonstrating how the theme of Youth Development can be graphically represented, major IRIS descriptors are used here as specific examples of types, contexts and stages of development.

The Cube

While the concentric circle approach to representing graphically Youth Development may offer the better overview, the cube and matrix approach is a better system for classifying research interests. The relationships between different types of development, and the contexts in which Youth Development, and stages of development can be envisioned as a triple-tiered cube (see Figure 3). Each of the three dimensions of the cube has been assigned a particular variable (i.e., contexts of development, types of development, stages of development). On the top plane of the cube with its two dimensions, possible relationships between types and contexts of development are considered. The following types of questions could be classified with a matrix crossing types and contexts of development: How is the individual's physical development affected if she/he attends school from 8:30 a.m. until 3:30 p.m. and works from 4:00 p.m. until midnight? How are communities affected by the socioemotional confusion experienced by many adolescents? Such questions cannot be answered without giving consideration to the specific stages of adolescence; thus, the cube's third dimension represents stages of adolescence. The preceding question can, therefore, be asked for specific age ranges. How is the 10 to 15 year old's physical development affected if she/he attends school from 8:30 a.m. until 3:30 p.m. and works from 4:00 p.m. until midnight? How is the 15 to 18 year old's physical development affected if she/he attends school from

Youth Development as Represented by a Cube

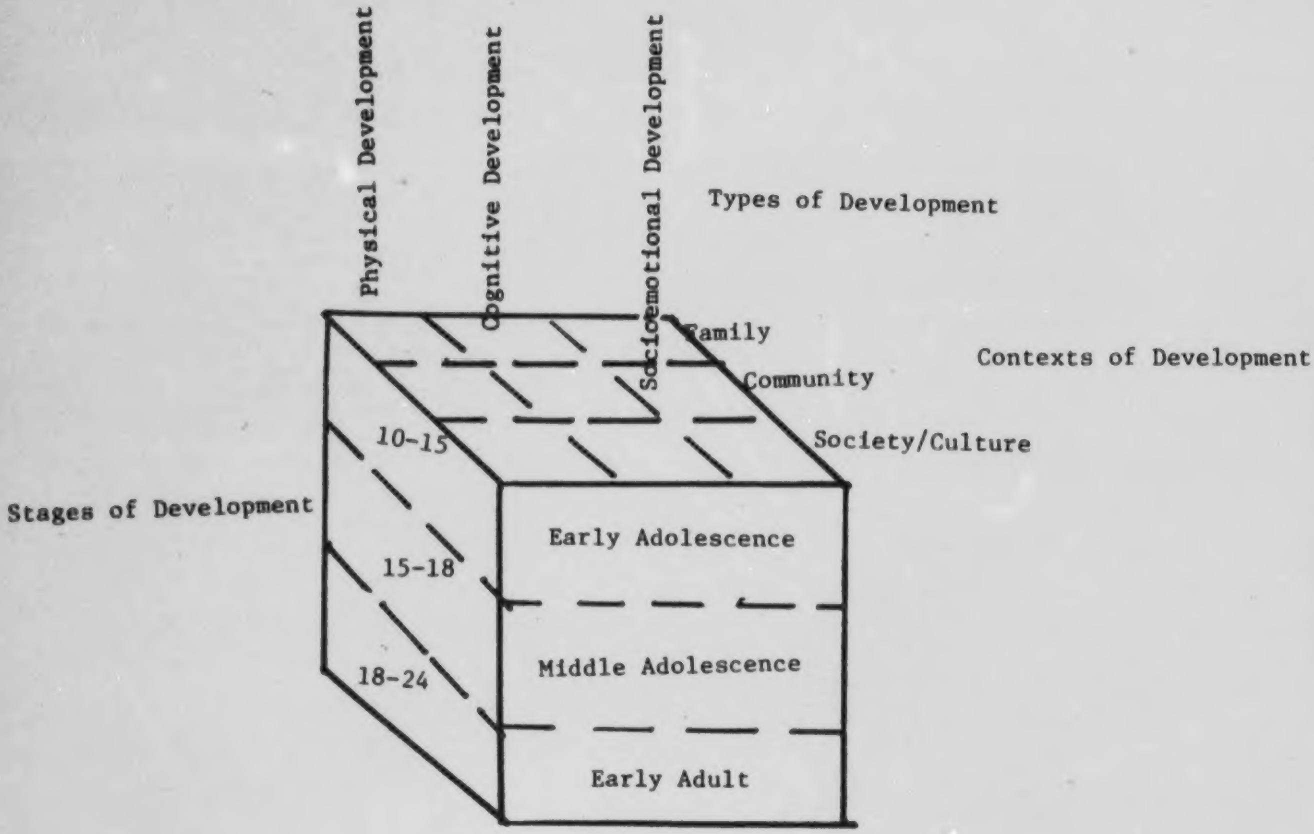
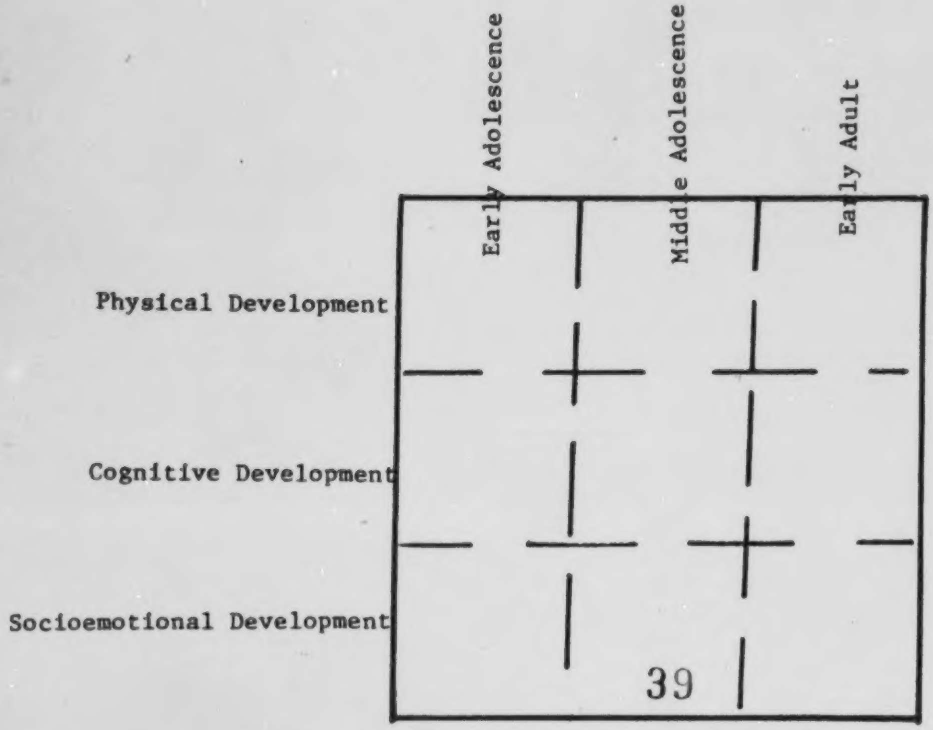

Physical Development
Cognitive Development
Socioemotional Development
Types of Development
Family
Community
Society/Culture
Contexts of Development
Stages of Development
10-15
15-18
18-24
Early Adolescence
Middle Adolescence
Early Adult

Figure 4
Types of Development By Stages of Development


Early Adolescence
Middle Adolescence
Early Adult
Physical Development
Cognitive Development
Socioemotional Development

8:30 a.m. until 3:30 p.m. and works from 4:00 p.m. until midnight? How is the 18 to 24 year old's physical development affected if she/he attends school from 8:30 until 3:30 and works from 4:00 until midnight? How are communities affected by the socioemotional confusion experienced by 10 to 15 year olds? by 15 to 18 year olds? by 18 to 24 year olds?

The cube can be separated into matrices (see Figures 4 through 6) for careful perusal. The matrix in Figure 4 focusses on types of development by stages of development. The cell formed by the juncture of the first row and the first column focuses attention on physical development in early adolescence; the cell formed by the juncture of the first row and second column concentrates on physical development in middle adolescence, and the subject of the cell made by the first row and third column is physical development in the early adult stage. The focus of the first cell in the second row is cognitive development in early adolescence, of the second cell in that row it is cognitive development in middle adolescence, and of the third cell it is cognitive development in the early adult stage. In the first cell of the third row, the subject area is socioemotional development in early adolescence, in the second cell it is socioemotional development in middle adolescence, and in the third cell it is socioemotional development in the early adult stage.

The overall focus in Figure 5 is the mutual influences of types of development and contexts of development. For example, in the cell formed by the first column and first row the topic highlighted is how the family might affect the physical development of youth and how the physical development of youth might affect the family. The other cells in the first column center on the mutual influences of the family, and cognitive and socioemotional development. In the second two cells in the first row, the concentration is the mutual influences of physical development with the community, and with culture.

Figure 6 breaks down consideration of contexts of development by stages. It is possible thereby to consider the family, for example, from the point of view of the early adolescent, separately

Figure 5

Types of Development by Contexts of Development

	Family	Community	Society/Culture
Physical Development			
Cognitive Development			
Socioemotional Development			

Figure 6

Contexts of Development by Stages of Development

	Family	Community	Society/Culture
Early Adolescence			
Middle Adolescence			
Early Adult			

from the point of view of the middle adolescent, and finally, from the point of view of the early adult.

The matrices can be used: (1) to chart agency activities and plans, (2) to categorize current research findings and knowledge, (3) to categorize current policy concerns, and (4) to generate new research questions. The cells of the cube (and matrices) can be used for consideration of specific issues or programs by applying the matrices to the concerns of interest. The variables crossed in the matrices might be altered to deal more directly with the subjects under consideration. For example, when educational issues are under consideration, one might wish to specify schools as a context of development.

Two Additional Matrices. Two additional matrices are required to permit complete consideration of the relationships between the variables that have been discussed. Different types of development are related to each other as are different contexts of development. The matrix in Figure 7 would allow classification of research concerns emanating from the relationships of types of development with each other. An individual's socioemotional development is influenced both by her/his physical and cognitive development. The focus of each cell where a type of development is crossed with itself (i.e., the cell in the top left-hand corner) would be that type of development (in the case of the cell in the top left-hand corner, the focus would be physical development). The subject area highlighted in the middle cell of the top row would be the mutual influences of physical and cognitive development and in the third cell of the top row, the mutual influences of physical and socioemotional development. The kinds of research concerns highlighted in the third cell of the second row are those relevant to the mutual influences of cognitive and socioemotional development. The cells under the diagonal (i.e., those with Xs) are redundant.

The matrix in Figure 8 allows consideration of the mutual influences of contexts of development with each other. This matrix can be read as was Figure 7. The cells on the diagonal allow consideration

Types of Development Influence Each Other

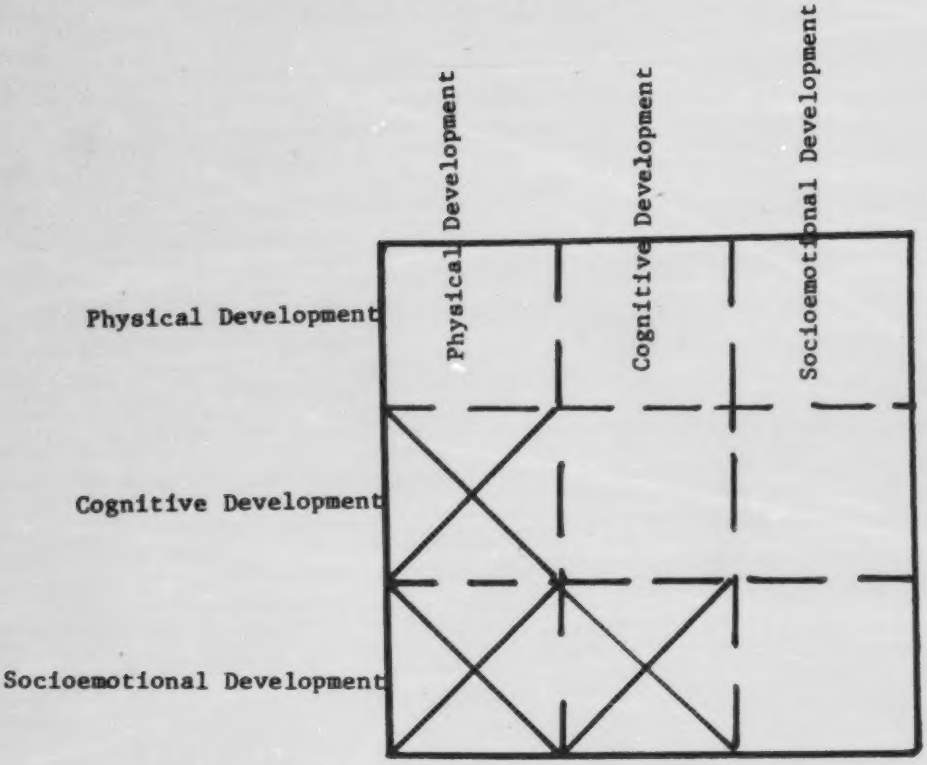
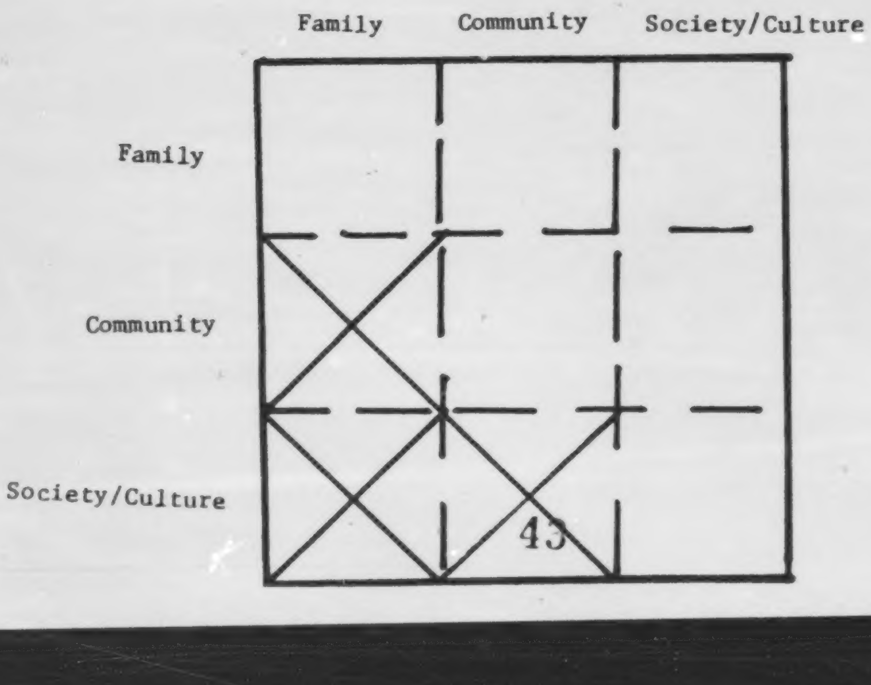

Physical Development
Cognitive Development
Socioemotional Development
Physical Development
Cognitive Development
Socioemotional Development

Figure 8
Contexts of Development Influence Each Other


Family
Community
Society/Culture
Family
Community
Society/Culture

of research concerns relevant to each context of development separately. The cells above the diagonal focus on the mutual influences of each possible combination of two contexts with each other, and the cells below the diagonal are redundant.

The Circle Approach

Using circles to graphically represent Youth Development may offer a better overview (see Figures 9 through 11) than the cubes and matrices. In Figure 9, Youth Development is presented in concentric circles extended over time through a tube. Different types of development are represented by interlocking circles at the center of concentric circles representing family, community and society/culture. In Figure 10, a view of Youth Development at one point in time is presented with relevant IRIS descriptors. Finally, Figure 11 suggests how the circular model might be applied to issues. The circles can be envisioned as being cut into wedges with each wedge representing an issue of interest.

Figure 9
Youth Development Over Time

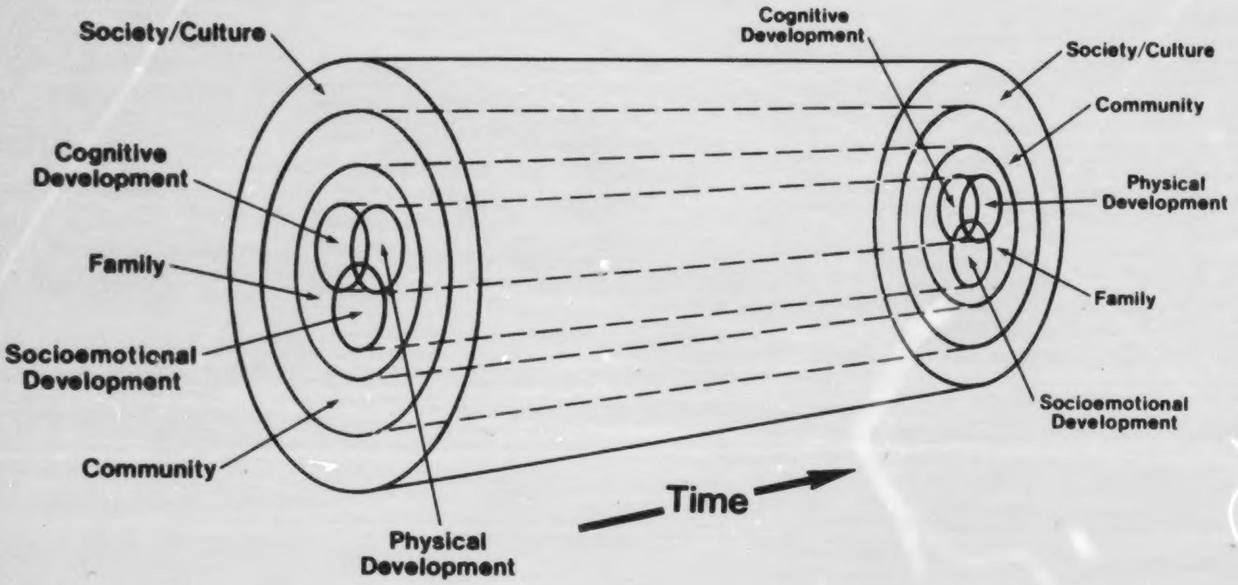

Society/Culture
Cognitive Development
Family
Socioemotional Development
Community
Physical Development
Time
Cognitive Development
Society/Culture
Community
Physical Development
Family
Socioemotional Development

Figure 10
Youth Development at One Point in Time
[with Relevant IRIS Descriptors]

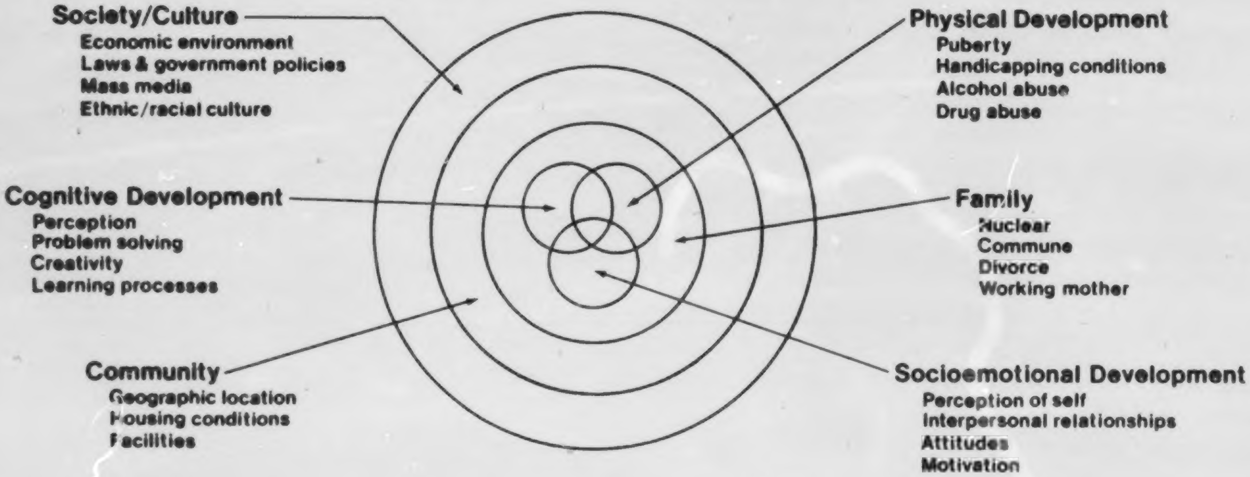
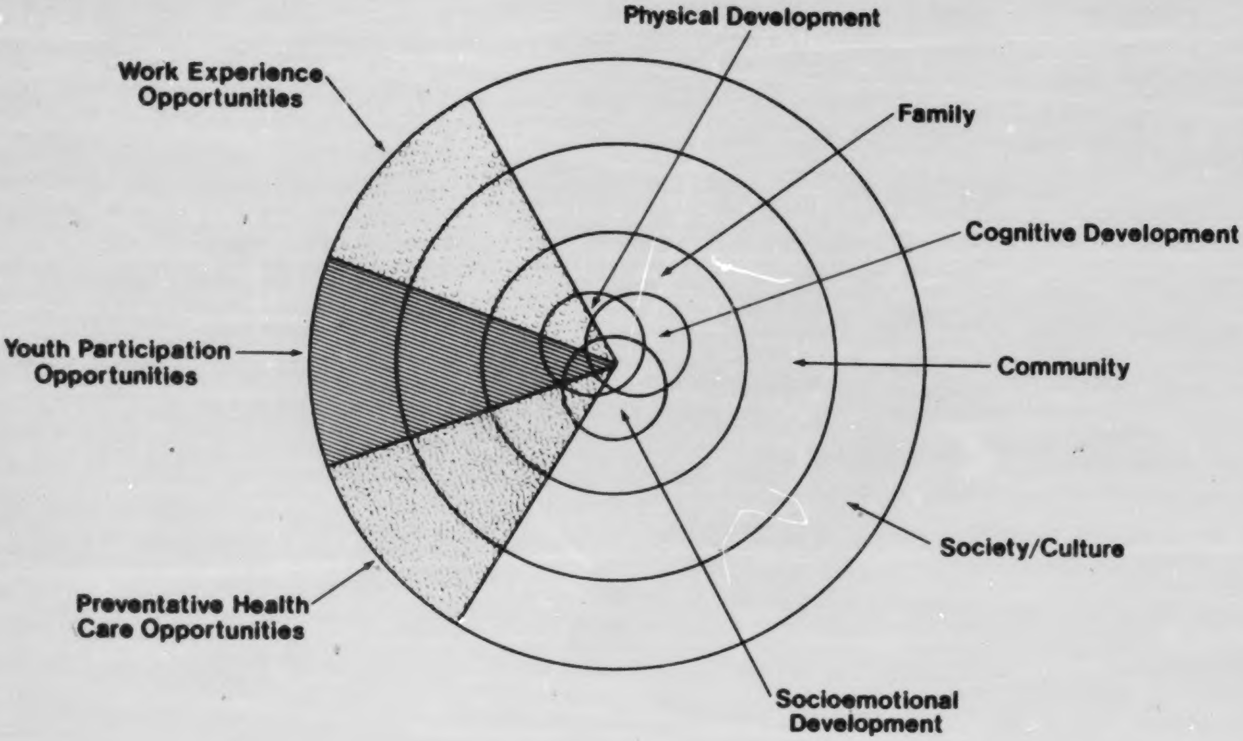

Society/Culture
Economic environment
Laws & government policies
Mass media
Ethnic/racial culture
Cognitive Development
Perception
Problem solving
Creativity
Learning processes
Community
Geographic location
Housing conditions
Facilities
Physical Development
Puberty
Handicapping conditions
Alcohol abuse
Drug abuse
Family
Nuclear
Commune
Divorce
Working mother
Socioemotional Development
Perception of self
Interpersonal relationships
Attitudes
Motivation

Figure 11
Application of the Model to Specific Issues


Physical Development
Work Experience Opportunities
Family
Cognitive Development
Youth Participation Opportunities
Community
Society/Culture
Preventative Health Care Opportunities
Socioemotional Development

CHAPTER III

PATTERNS OF FEDERAL RESEARCH ON ADOLESCENCE IN FISCAL YEAR '77

The member agencies of the Interagency Panel for Research and Development on Adolescence and of the Interagency Panel for Early Childhood Research and Development sponsored 4,998 research projects on children and youth in Fiscal Year '77 accounting for $474,028,345 in funding (see Table 1). They sponsored 592 more projects in Fiscal Year '77 than in Fiscal Year '76 with an increase of $14,529,202 in funding (see Figure 12). Between Fiscal Year '76 and Fiscal Year '77 one new agency joined the Panels (the National Science Foundation) adding 44 of the new projects.

Research on adolescence is included in 3,440 of the projects in the Interagency Research Information Systen (IRIS) which were funded at $323,105,877 (see Table 2). One thousand three hundred thirty-four projects ($106,348,207) focussed on adolescents exclusively; they involved no subjects younger than ten years old. The subject of this chapter is the distribution of the 3,440 IRIS projects which involved research on adolescence. What about adolescence did they investigate? What research techniques were used?

The Agencies

The research to be described has been supported by thirty agencies. Over half of the projects have been sponsored by the Office of Education with its nine subsections. Ten percent or more of the projects were funded by each of the following agencies: the National Institute of Mental Health, the National Institute of Education, the Bureau of Occupational and Adult Education, and the Office of Bilingual Education. The agencies represented differ greatly in size: the National Institute of Mental Health, for example, supported 423 projects while ACTION supported 3.

TABLE 1

FY '77 FEDERAL RESEARCH BY AGENCY (ADOLESCENCE OR EARLY CHILDHOOD)

Agency	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	4,998	100.0%	$474.0	100.0%
Office of the Assistant Secretary for Planning and Evaluation	19	.4	.2	.1
Office of Human Development Services	297	5.9	32.4	6.8
Administration for Children, Youth & Families	268	5.4	31.1	6.6
Youth Development Bureau	21	.4	2.0	.4
Rehabilitation Services Administration	11	.2	.2	.0
Administration for Public Services	18	.4	1.1	.2
Health Care Finance Administration	17	.3	1.5	.3
Bureau of Community Health Services	63	1.3	5.2	1.1
National Institute of Mental Health	534	10.7	20.2	4.3
National Institute of Child Health and Human Development	525	10.5	34.0	7.2
National Institute of Neurological and Communicative Disorders and Stroke	116	2.3	12.3	2.6
National Institute of Alcohol Abuse and Alcoholism	43	.9	3.1	.7
National Institute on Drug Abuse	145	2.9	11.0	2.3
National Center for Education Statistics	40	.8	9.0	1.9

TABLE 1 (Cont'd)

Agency	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
National Institute of Education	427	8.5	46.0	9.7
Office of Education	2,496	49.9	276.6	58.3
Bureau of Education for the Handicapped	503	10.1	47.1	9.9
Bureau of Elementary and Secondary Education	244	4.9	62.3	13.1
Bureau of Occupational and Adult Education	359	7.2	16.6	3.5
Division of International Education	72	1.4	1.4	.3
Office of Bilingual Education (Title VII)	567	11.3	91.3	19.3
Office of Career Education	149	3.0	8.5	1.8
Office of Indian Education	210	4.2	16.4	3.5
Office of Planning, Budgeting and Evaluation	65	1.3	14.5	3.1
Right to Read	327	6.5	18.4	3.9
ACTION	3	.1	<.1	.0
Department of Agriculture	178	3.6	0[d]	.0
Department of Labor	26	.5	14.8	3.1
Law Enforcement Assistance Administration-Institute for Juvenile Justice	25	.5	6.1	1.3
National Science Foundation	44	.9	1.6	.3

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[a] Percentage of total number of early childhood and adolescence projects, including the Department of Agriculture.

[b] In millions of dollars

[c] Percentage of total funding for early childhood and adolescence projects, excluding the Department of Agriculture.

[d] Funding for Department of Agriculture not available at time of preparation of Annual Report.

TABLE 2

FY '77 FEDERAL RESEARCH BY AGENCY (ADOLESCENCE)

Agency	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Office of the Assistant Secretary for Planning and Evaluation	6	.2	.1	.0
Office of Human Development Services	212	6.2	23.4	7.2
Administration for Children, Youth & Families	189	5.5	22.3	6.9
Youth Development Bureau	21	.6	2.0	.6
Rehabilitation Services Administration	10	.3	.2	.0
Administration for Public Services	13	.4	.9	.3
Health Care Finance Administration	9	.3	.6	.2
Bureau of Community Health Services	17	.5	1.4	.4
National Institute of Mental Health	423	12.3	17.3	5.3
National Institute of Child Health and Human Development	99	2.9	6.9	2.2
National Institute of Neurological and Communicative Disorders and Stroke	85	2.5	10.5	3.2
National Institute on Alcohol Abuse and Alcoholism	40	1.2	2.5	.8
National Institute on Drug Abuse	137	4.0	9.8	3.0
National Center for Education Statistics	35	1.0	8.8	2.7

TABLE 2 (Cont'd)

Agency	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
National Institute of Education	406	11.8	43.3	13.4
Office of Education	1,768	51.4	176.8	54.7
Bureau of Education for the Handicapped	247	7.2	31.0	9.6
Bureau of Elementary and Secondary Education	58	1.7	8.1	2.5
Bureau of Occupational and Adult Education	358	10.4	16.5	5.1
Division of International Education	65	1.9	1.4	.4
Office of Bilingual Education (Title VII)	388	11.3	68.3	21.1
Office of Career Education	147	4.3	8.4	2.6
Office of Indian Education	188	5.5	14.6	4.5
Office of Planning, Budgeting and Evaluation	55	1.5	12.5	3.9
Right to Read	262	7.6	16.0	4.9
ACTION	3	.1	<.1	.0
Department of Agriculture	128	3.7	0[d]	.0
Department of Labor	26	.8	14.8	4.6
Law Enforcement Assistance Administration-Institute for Juvenile Justice	25	.7	6.1	1.9
National Science Foundation	21	.6	.7	.2

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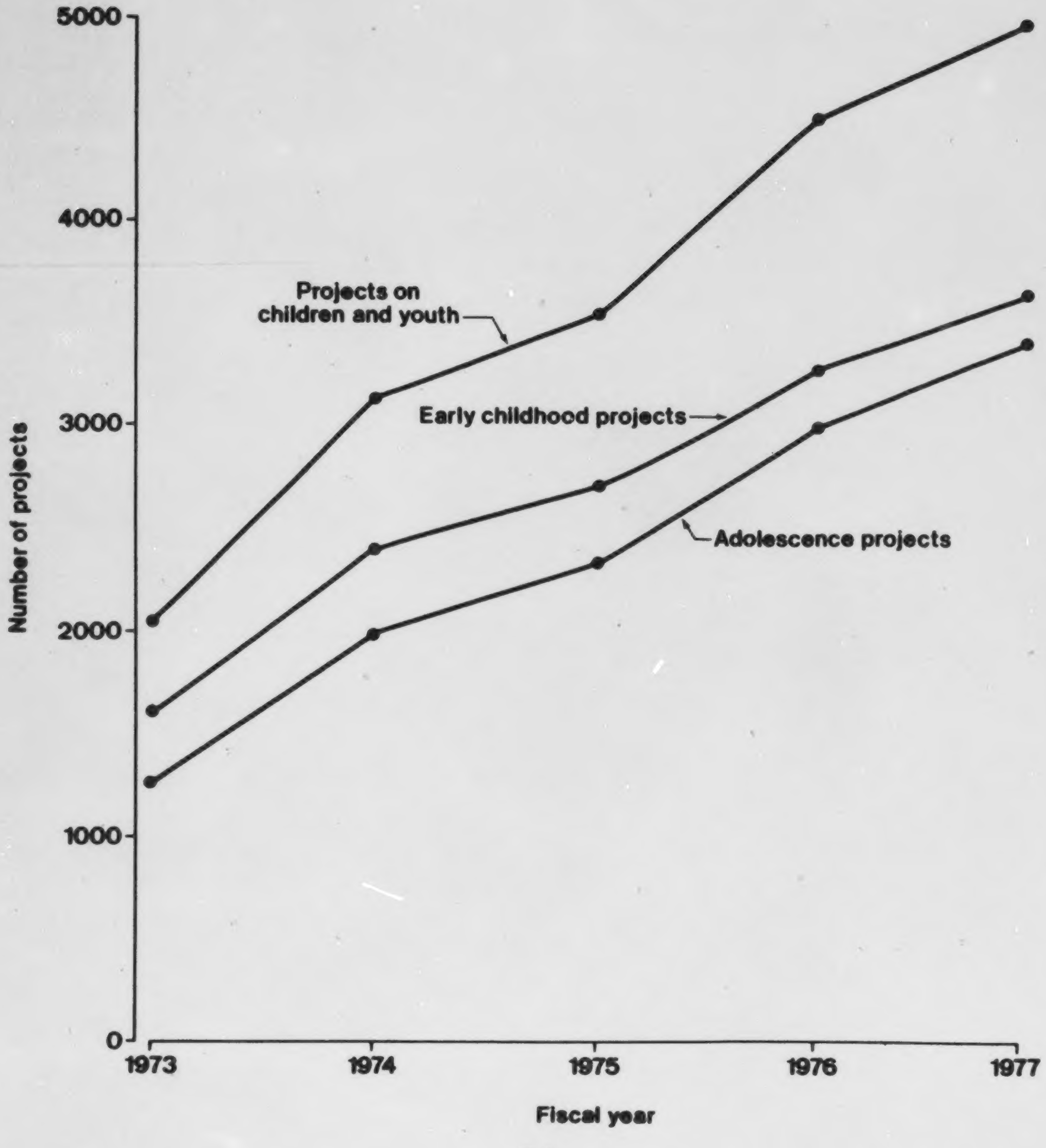
[a] Percentage of total number of adolescence projects including the Department of Agriculture.

[b] In millions of dollars

[c] Percentage of funding for adolescence projects excluding the Department of Agriculture.

[d] Funding for Department of Agriculture not available at time of preparation of Annual Report.

Figure 12
Number of Projects in the Interagency Panel Information System between FY73 and FY77



The research projects represented vary in scope and, consequently, in cost. Thus, the relative number of projects sponsored by agencies is not an accurate predictor of their funding levels. The Bureau of Occupational and Adult Education funded 358 projects at 16.5 million dollars while the Bureau of Education for the Handicapped sponsored 100 projects fewer (247) at almost twice the expense ($31.0 million).

Kind of Research

The projects are categorized as falling into one of seven types of research: basic, applied, evaluation, policy, social accounting, demonstration/utilization, or support and utilization (see Table 3). Within the applied category are two subsets: development and demonstration/replication, while research support and utilization consists of three smaller divisions: information dissemination systems, conferences, and publications. Most projects were either applied (34%) or demonstration/utilization (31%). Applied research is defined as having results that are directly applicable, and demonstrations/utilizations include demonstration intended to promote the use of research findings or innovative practices. Basic research (18% of the projects) is directed primarily toward the increase of knowledge without regard to whether the results will be applicable to immediate problems. While basic research accounted for 18 percent of the projects, it accounted for only 8 percent of the funding. In contrast, demonstration/utilization projects accounted for 31 percent of the total number of projects but 39 percent of the total funding. Policy research consists of research of needs, goals, priorities or guidelines while social accounting is defined as social data gathering and analysis (see Figures 13 and 14).

Type of Funding Arrangement

Research projects may be funded as agreements, contracts (competitive, 8-A minority or sole source), grants (competitive or noncompetitive), or intramural (i.e., research carried out within the

TABLE 3

PERCENT OF TOTAL NUMBER OF PROJECTS AND FUNDING BY KIND OF RESEARCH, FY '77 (ADOLESCENCE)

Kind of Research	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Basic	604	17.6	25.4	7.9
Applied	1,181	34.3	106.8	33.1
Evaluation Research	167	4.9	23.9	7.4
Policy Research	182	5.3	12.9	4.0
Social Accounting	58	1.7	12.1	3.8
Demonstration/Utilization	1,070	31.1	124.7	38.6
Support & Utilization	178	5.2	17.2	5.3

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[a] Percentage of total number of adolescence projects including the Department of Agriculture.

[b] In millions of dollars

[c] Percentage of funding for adolescence projects excluding the Department of Agriculture.

Figure 13
Percent of Total Number of Adolescence Projects by Kind of Research, FY'77

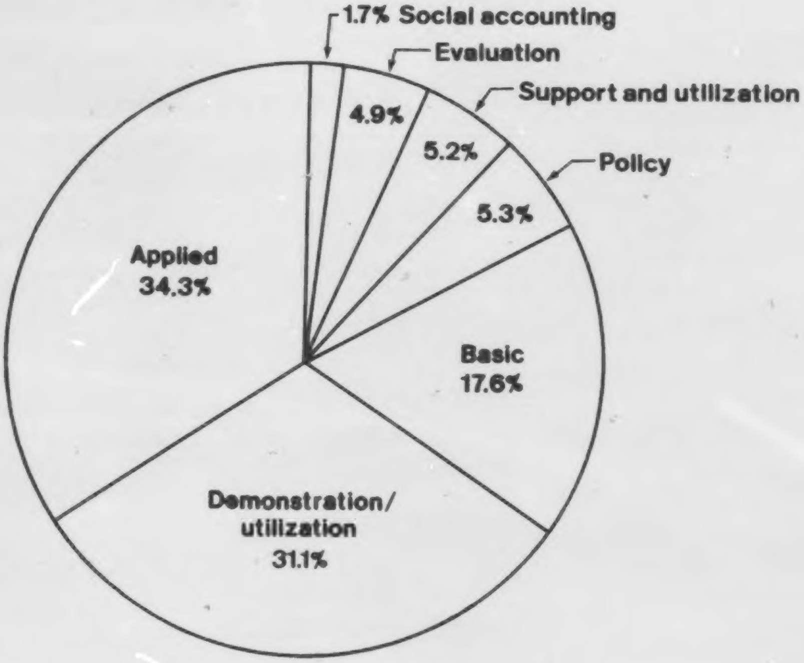
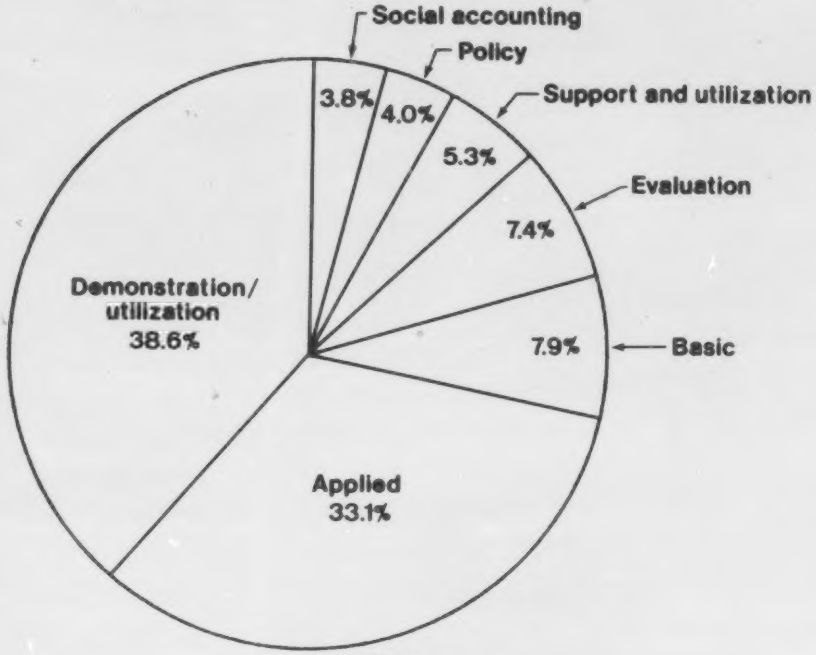


Figure 14
Percent of Adolescence Funding by Kind of Research, FY'77



agency). Most projects were supported as grants (77%), largely as competitive grants (53%). Eighteen percent were funded as contracts and only 2 percent as intramural (see Table 4). Again, percentage of projects is not necessarily indicative of percentage of funding. Contracts represent 18 percent of the projects but 32 percent of the funding. The breakdown for grants is 77 percent of the projects and 68 percent of the funding.

The Coding of Projects Into Substantive Areas

The research projects are coded by substantive areas with hundreds of descriptors. Any descriptor which is relevant for a project is used to code that project. A project investigating the effect of level of emotional development on the cognitive performance of whites and native Americans would be coded under emotional development and cognitive performance and white population and native American population. In the tables that follow, therefore, percentages may add to more than 100 because the categories are not mutually exclusive.

In addition to classifying each project according to every relevant descriptor, the coder determines the primary and the secondary focus of each project. Each project must have one and only one primary focus. A project may be judged not to have a secondary focus, but it may have one only. The possible choices of primary and secondary foci are included in seven general categories (the developmental processes, the family, the broader social environment, health/welfare services, educational services, juvenile justice services, and research methodology) and are more limited than the hundreds of descriptors available for general coding.

In Table 5 the data is presented with primary foci and kinds of research distributed according to each other. It is apparent that in Fiscal Year '77 topics of interest for most basic research were the developmental processes while applied research was concentrated in service categories. Demonstration/utilization, and support and utilization were represented almost exclusively under educational services.

TABLE 4

DISTRIBUTION OF RESEARCH PROJECTS BY TYPE OF FUNDING ARRANGEMENT, FY '77 (ADOLESCENCE)

Type of Funding Arrangement	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Agreement	105	3.1	<.1	.0
Contract	620	18.0	103.1	31.9
Competitive	291	8.5	62.7	19.4
8-A Minority	9	.3	.9	.3
Sole Source	173	5.0	30.3	9.4
Grant	2,647	76.9	219.4	67.9
Competitive	1,820	52.9	151.5	46.9
Non-Competitive	512	14.9	37.9	11.7
Intramural	68	2.0	.6	.2

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[a] Percentage of total number of adolescence projects including the Department of Agriculture.

[b] In millions of dollars

[c] Percentage of funding for adolescence projects excluding the Department of Agriculture.

TABLE 5

RESEARCH PROJECTS CLASSIFIED ACCORDING TO PRIMARY FOCUS AND KIND OF RESEARCH (ADOLESCENCE)

PRIMARY FOCUS	TOTAL	KIND OF RESEARCH						
		Basic	Applied	Evaluation	Policy	Social Accounting	Demonstration/ Util.	Support & Util.
TOTAL	3,440 (100.0%)[a]	604 (17.6%)	1,118 (34.3%)	167 (4.9%)	182 (5.3%)	58 (1.7%)	1,070 (31.1%)	178 (5.2%)
Physical Development	157 (4.6%)	125 (3.6%)	30 (.9%)	- -	- -	1 (.0%)	1 (.0%)	- -
Cognitive Development	170 (4.9%)	141 (4.1%)	24 (.7%)	- -	1 (.0%)	1 (.0%)	- -	3 (.1%)
Social-Emotional Development	156 (4.5%)	123 (3.6%)	26 (.8%)	- -	1 (.0%)	2 (.1%)	1 (.0%)	3 (.1%)
Other General Development	28 (.8%)	16 (.5%)	5 (.1%)	1 (.0%)	3 (.1%)	- -	- -	3 (.1%)
The Family	89 (2.6%)	69 (2.0%)	12 (.3%)	- -	3 (.1%)	2 (.1%)	- -	3 (.1%)
Broad Social Environment	142 (4.1%)	94 (2.7%)	17 (.5%)	2 (.1%)	16 (.5%)	5 (.1%)	- -	8 (.2%)
Research Methods	108 (3.1%)	12 (.3%)	68 (2.0%)	6 (.2%)	3 (.1%)	4 (.1%)	- -	15 (.4%)
Day Care	5 (.1%)	- -	3 (.1%)	2 (.1%)	- -	- -	- -	- -
Health Care	218 (6.3%)	4 (.1%)	122 (3.5%)	30 (.9%)	7 (.2%)	2 (.1%)	52 (1.5%)	1 (.0%)
Protect/Advocacy Service	103 (3.0%)	1 (.0%)	53 (1.5%)	9 (.3%)	5 (.1%)	2 (.1%)	31 (.9%)	2 (.1%)
Other Health or Welfare Services	73 (2.1%)	- -	41 (1.2%)	4 (.1%)	6 (.2%)	3 (.1%)	14 (.4%)	5 (.1%)

TABLE 5 (Cont'd)

	KIND OF RESEARCH							
PRIMARY FOCUS	TOTAL	Basic	Applied	Evaluation	Policy	Social Account-	Demonstration/ Util.	Support & Util.
Educational Services	2,151 (62.5%)	19 (.6%)	769 (22.4%)	98 (2.8%)	128 (3.7%)	34 (1.0%)	970 (28.2%)	133 (3.9%)
Juvenile Justice	40 (1.2%)	- -	11 (.3%)	15 (.4%)	9 (.3%)	2 (.1%)	1 (.0%)	2 (.1%)

---

[a] Percentage of total number of adolescence projects.

Target Populations

The data was classified according to six sets of target populations: age, sex, race and ethnic identity, socioeconomic status, location of residence, and special characteristics.

Age. Research on adolescents was evenly spread across possible age subgroups with the exceptions that slightly higher percentages of funding were devoted to ages 10 and 11 than to the other age groups, and that fewer projects and less funding is directed toward the eighteen to twenty-four year old group in spite of the fact that that category has the widest age range (see Table 6).

Sex. In over seventy percent of the research projects the sex of the subjects was not reported (see Table 7). In the cases where the sex of subjects was noted, both males and females are usually included.

Race and Ethnic Identity. In over half of the research projects, information about the race or ethnic identity of the subjects was not available for Fiscal Year '77 (see Table 8). If information on race or ethnic identity was presented, mixed racial/ethnic groups were mentioned predominantly.

Socioeconomic Status. Socioeconomic status of subjects was unavailable from over seventy percent of the projects (see Table 9).

Location of Residence. Location of residence of research subjects was also rarely available but where it was indicated it pointed out that subjects usually resided in metropolitan areas, most often in urban areas (see Table 10).

Special Characteristics. Adolescents with handicaps (especially physical handicaps) and bilingual adolescents appear to have been the subjects of more research than adolescents with other special characteristics in Fiscal Year '77 (see Table 11).

Research on Developmental Processes in Adolescence

Cognitive and social-emotional development were studied more in research on developmental processes in adolescence than physical devel-

TABLE 6

RESEARCH ON ADOLESCENCE BY AGE

Age Group	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
10 Years Old	1,222	35.5	130.3	40.3
11 Years Old	1,179	34.3	122.0	37.8
12 Years Old	1,110	32.3	109.9	34.0
13 Years Old	1,075	31.3	112.0	34.7
14 Years Old	1,077	31.3	105.7	32.7
15 Years Old	1,112	32.3	102.8	31.8
16 Years Old	1,242	36.1	108.4	33.6
17 Years Old	1,235	35.9	111.7	34.6
18-24 Years	883	25.7	64.1	19.8
Adolescents/Youth in General	1,172	34.1	118.4	36.6

---

[a] Percentages total to more than 100% because categories are not mutually exclusive.

Percentage of total adolescence projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percent of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 7

RESEARCH ON ADOLESCENCE BY SEX

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Male Only	75	2.2	2.9	.9
Female Only	106	3.1	5.8	1.8
Male and Female	822	23.9	73.2	22.7
Sex Not Reported	2,483	72.2	243.6	75.4
Sex Differences Study	91	2.6	9.8	3.0

---

[a] Percentages total to more than 100% because categories are not mutually exclusive.

Percentage of total adolescence projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percent of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 8

RESEARCH ON ADOLESCENCE BY RACE AND ETHNIC IDENTITY

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
White	404	11.7	30.3	9.4
Mexican-American	214	6.2	35.7	11.0
Puerto-Rican	96	2.8	14.3	4.4
Black	402	11.7	33.7	10.4
Asian or Pacific Islander	112	3.3	16.0	4.9
Native American	402	11.7	36.1	11.2
Mixed Racial/Ethnic Groups	657	19.1	69.8	21.6
Other Ethnic Groups	173	5.0	21.9	6.8
No Ethnicity Information	1,963	57.1	175.0	54.2

---

[a] Percentages total to more than 100% because categories are not mutually exclusive.

Percentage of total adolescence projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percent of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 9

RESEARCH ON ADOLESCENCE BY SOCIOECONOMIC STATUS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Lower Income	541	15.7	70.8	21.9
Middle Income	95	2.8	6.4	2.0
Mixed Economically	363	10.6	32.3	10.0
No SES Information	2,634	76.6	237.7	73.6

---

[a] Percentage of total number of adolescence projects including the Department of Agriculture.

Percentages total to more than 100% because categories are not mutually exclusive.

[b] In millions of dollars

[c] Percentage of funding for adolescence projects excluding the Department of Agriculture.

TABLE 10

RESEARCH ON ADOLESCENCE BY LOCATION OF RESIDENCE

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440[d]	100.0%	$323.1	100.0%
Metropolitan Area	648	18.8	71.4	22.1
Suburban	93	2.7	7.6	2.3
Urban	301	8.7	38.5	11.9
Rural	338	9.8	22.1	6.8
Indian Reservation	200	5.8	16.0	4.9
International Area	71	2.1	3.4	1.1
Migrant	21	.6	2.7	.8

---

[a] Percentage of total number of adolescence projects including the Department of Agriculture.

[b] In millions of dollars

[c] Percentage of funding for adolescence projects excluding the Department of Agriculture.

[d] Information on location of residence not available for all these projects.

TABLE 11

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Children with Handicaps	566	16.5	57.0	17.7
Physical Handicap	270	7.8	37.2	11.5
Aurally Handicapped	71	2.1	5.2	1.6
Deaf	36	1.0	2.0	.6
Visually Handicapped	49	1.4	2.5	.8
Blind	23	.7	.1	.2
Neurological Handicap	112	3.3	11.6	3.6
Brain Damage	20	.6	1.1	.4
Hyperkinetic	29	.8	2.1	.6
Cerebral Palsy	8	.2	<.1	.1
Orthopedic Handicap	32	.9	2.4	.7
Communicative Disorder	39	1.1	3.0	.9
Multihandicapped	27	.8	16.6	5.2
Deaf-Blind	13	.4	16.1	5.0
Intellectual Handicap	237	6.9	21.0	6.5
Mentally Retarded	143	4.2	11.9	3.7
Educable Mentally Retarded	47	1.4	3.4	1.0
Trainable Mentally Retarded	25	.7	1.5	.5
Learning Disabled	114	3.3	10.0	3.1
Children at Risk	96	2.8	5.1	1.6

TABLE 11 (Cont'd)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
Physically Ill	41	1.2%	$ 1.9	.6%
Emotionally Ill	255	7.4	17.5	5.4
Drug Users	206	6.0	26.9	8.3
Heroin Users	25	.7	1.7	.5
Marijuana Users	12	.3	1.1	.3
Alcohol Users	95	2.8	19.9	6.1
Delinquent	112	3.3	24.3	7.5
Runaway	20	.6	2.6	.8
School Dropouts	194	5.6	13.8	4.3
Abused/Neglected	98	2.8	13.7	4.2
Academically Slow	301	8.8	19.6	6.1
Bilingual	595	17.3	87.4	27.0
Gifted	111	3.2	5.3	1.6
Adolescent Parents	30	.9	1.8	.6
Educationally Disadvantaged	123	3.6	17.6	5.5

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[a] Percentages total to more than 100% because categories are not mutually exclusive.

Percentage of total adolescence projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percent of total funding for adolescence research projects excluding those of the Department of Agriculture.

opment (see Table 12). Within the area of cognitive development, language development and cognitive development were emphasized. Self-perception was a priority issue under social-emotional development.

Research on Adolescence in the Context of the Social and Physical Environment

The social-cultural environment was the most studied aspect of the social and physical environment (see Table 13).

Research on People in the Adolescent's Environment

The predominant group of people in the adolescent's environment who were included as topics of research interest were educational personnel (see Table 14).

Research on Intervention Programs and Activities for Adolescents

Educational services were the services receiving the most attention in research on adolescence in Fiscal Year '77 (see Table 15). Middle, junior high and high school grades received approximately equal emphasis with middle grades having been the focus of slightly more research than junior high grades, and junior high grades, in turn, having received somewhat more research attention than high school grades. There were more research projects directed toward health services than toward welfare services, but the funding for research on welfare services was slightly greater than that for health services.

Research on Curriculum for Adolescents

The curriculum areas that were the subjects of the largest number of research projects in Fiscal Year '77 and received the greatest amounts of funding were language and reading curricula with language curriculum receiving slightly more emphasis than reading (see Table 16).

TABLE 12

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Physical Development	505	14.7	34.8	10.8
Body Growth	66	1.9	3.6	1.1
Puberty	16	.5	1.2	.4
Physical Characteristics	98	2.8	5.4	1.7
Handicapping Conditions	117	3.4	12.7	3.9
Physical Disease	87	2.5	8.7	2.7
Accidents	11	.3	.8	.2
Alcohol Abuse	27	.8	1.4	.4
Drug Abuse	43	1.2	3.7	1.2
Pharmacology	78	2.3	8.9	2.8
Cognitive Development	1,172	34.1	123.1	38.1
Perception	140	4.1	12.2	3.8
Attention	38	1.1	2.1	.7
Concept Formation	75	2.2	4.5	1.4
Problem Solving	181	5.3	12.5	3.9
Memory	88	2.6	5.3	1.6
Learning Processes	116	3.4	10.0	3.1
Reading Processes	167	4.9	11.9	3.7
Language Development	443	12.9	49.3	15.2
Cognitive Performance	644	18.7	80.6	25.0
Intellectual Handicaps	71	2.1	7.8	2.4

TABLE 12 (Cont'd)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
Cognitive Development (Cont'd)				
Cognitive Factors Related to Education	256	7.4	31.3	9.7
Social-Emotional Development	1,409	41.0	120.6	37.3
Self-Perception	685	19.9	69.1	21.4
Locus of Control	72	2.1	5.6	1.7
Cultural/Racial Identity	238	6.9	23.6	7.3
Sexual Identity	61	1.8	3.8	1.2
Interpersonal Relations	344	10.0	26.8	8.3
Attitude on Work	235	6.8	16.0	5.0
Attitude on School	158	4.6	16.9	5.2
Attitude on Peer Group	67	1.9	4.8	1.5
Racial Attitude	43	1.2	3.3	1.0
Social Attitude	71	2.1	7.8	2.4
Attitude on Drug Use	85	2.5	5.8	1.8
Value Development	110	3.2	6.7	2.1
Motivation	360	10.5	27.2	8.4
Coping	126	3.7	9.0	2.8
Emotional Development	316	9.2	20.3	6.3
Mental Health Status	121	3.5	6.5	2.0
Emotional Illness	64	1.9	4.1	1.3
Socio-Emotional Factors	163	4.7	11.7	3.6
Overall Growth and Development	144	4.2	11.8	3.7

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[a] Percentages do not add to 100 because categories are not mutually exclusive. Percentages of total adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars.

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 13

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Economic Environment	142	4.1	20.9	6.5
Employment	117	3.4	19.7	6.1
Changes in Job Market	36	1.0	15.1	4.7
Youth Participation	32	.9	4.6	1.4
Neighborhood Environment	168	4.9	15.0	4.6
Geographic Location	64	1.9	8.1	2.5
Laws and Policies Affecting Youth	201	5.8	19.3	6.0
Legal Rights	38	1.1	4.1	1.3
Social-Cultural Environment	479	13.9	42.8	13.3
Youth Culture	45	1.3	5.4	1.7
Ethnic/Racial Culture	194	5.6	11.7	3.6
SES Status	141	4.1	9.2	2.8
Sex Behavior	43	1.3	2.7	.8
Social Problems	309	9.0	29.9	9.3
Crime	78	2.3	9.8	3.0
Delinquency	59	1.7	8.3	2.6
Runaways	9	.3	1.0	.3

TABLE 13 (Cont'd)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
Social Problems (Cont'd)				
Alcohol Abuse	74	2.2	5.9	1.8
Drug Abuse	116	3.4	9.4	2.9
Child Abuse	57	1.7	6.5	2.0
Physical Environment	16	.5	.4	.1
Ecological Study	100	2.9	11.7	3.6
Impact of Education on the Individual and Society	167	4.9	10.3	3.2

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[a] Percentage of total adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 14

RESEARCH ON PEOPLE IN THE ADOLESCENT'S ENVIRONMENT

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Community Members	160	4.7	13.2	4.1
Peers or Other Youth	22	.6	1.4	.4
Psychologist	12	.3	.5	.1
Social Worker	25	.7	1.5	.5
Vocational Counselor	62	1.8	3.7	1.1
Youth Workers	12	.3	1.2	.4
Educational Personnel	1,212	35.2	131.0	40.6
Welfare Personnel	46	1.3	6.5	2.0
Police	19	.6	1.2	.4
Health Personnel	29	.8	6.5	2.0
Community Workers	14	.4	2.3	.7
Field Workers	2	.1	<.1	.0
Volunteers	82	2.4	5.5	1.7
Policy Makers	62	1.8	6.0	1.9

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars.

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 15

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Day Care	27	.8	2.5	.8
Educational Services	2,316	67.3	238.8	73.9
Special Education	288	8.4	36.5	11.3
Middle Grades	905	26.3	104.4	32.3
Junior High Grades	826	24.0	86.3	26.7
High School Grades	819	23.8	77.3	23.9
Higher Education	398	11.6	25.4	7.9
Adult Basic Education	156	4.5	13.9	4.3
Alternative Education	93	2.7	8.4	2.6
Parent Education	73	2.1	9.8	3.0
Health Services	398	11.6	34.3	10.6
Preventive Health Care	62	1.8	6.7	2.1
Pre/Post-Natal Care	16	.5	1.5	.5
Drug Abuse Treatment	94	2.7	8.0	2.5
Family Planning	13	.4	1.0	.3
Nutrition Programs	38	1.1	2.1	.6
Mental Health Services	123	3.6	10.8	3.3
Alcohol Abuse Treatment	39	1.1	3.2	1.0
Welfare Services	243	7.1	38.1	11.8
Income Maintenance	3	.1	.4	.1

TABLE 15 (Cont'd)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
Foster Care	45	1.3%	$ 5.1	1.6%
Adoptive Services	22	.6	1.6	.5
Child Abuse Services	73	2.1	11.8	3.7
Employment Programs	56	1.6	16.2	5.0
Emergency Services	40	1.2	4.1	1.3
Advocacy Services	102	3.0	12.4	3.8
Delinquency Treatment	53	1.5	8.4	2.6
Runaway Services	11	.3	1.5	.5
Recreation Programs	33	1.0	1.5	.5
Law Enforcement	29	.8	2.5	.8

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[a] Percentages add to more than 100 because categories are not mutually exclusive.

Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 16

RESEARCH ON CURRICULUM FOR ADOLESCENTS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Mathematics Curriculum	549	16.0	91.3	28.3
Social Studies Curriculum	402	11.7	68.9	21.3
Language Curriculum	932	27.1	123.9	38.3
Reading Curriculum	823	23.9	112.3	34.8
Fine Arts Curriculum	149	4.3	25.4	7.9
Culture Awareness Curriculum	576	16.7	78.4	24.3
Science Curriculum	280	8.1	48.5	15.0
Vocational Education Curriculum	404	11.7	48.4	15.0
Career Education Curriculum	413	12.0	40.4	12.5
Physical Education Curriculum	86	2.5	10.9	3.4
Health Education Curriculum	81	2.4	8.8	2.7
Drug Abuse Education Curriculum	70	2.0	5.4	1.7
Sex Education Curriculum	9	.3	.4	.1
Parenthood Curriculum	76	2.2	8.9	2.8
Citizenship Curriculum	56	1.6	8.9	2.8
Environment Curriculum	55	1.6	4.2	1.3
Consumers Education Curriculum	100	2.9	6.3	2.0
Metric Education Curriculum	87	2.5	1.8	.6

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

Mathematics and culture awareness curricula occupied the number two position with science and vocational education curricula third.

Research on Teaching Techniques and Learning Conditions

Bilingual education and individualized education were the primary areas for research support among teaching techniques in Fiscal Year '77 (see Table 17). More projects focussed on individualized than on bilingual education but the funding for bilingual education was greater.

Treatment or Counseling for Adolescents

Four hundred ninety-six research projects concentrated on general counseling for adolescents in Fiscal Year '77 at a cost of 68.3 million dollars (see Table 18). Diagnostic procedures were the focus of 311 projects with funding of 43.2 million dollars, and career counseling of 314 projects costing 41.7 million dollars. Referral services were studied in 118 projects ($21.3 million) and psychotherapy was involved in 119 projects ($10.8 million).

Other Programs and Activities for Adolescents

Parent involvement, and program organization, administration and management were topics of interest in Fiscal Year '77, having been included in 828 and 977 projects, respectively, at costs of 99.1 million dollars and 95.8 million dollars, respectively (see Table 19). One hundred eighty-five projects costing 16.7 million dollars focussed on youth involvement.

Research Places Where Intervention for Adolescents Occurs

From the data on Fiscal Year '77 research on adolescence it appears that when adolescents are contacted for programs or activities they are almost always reached at school (see Table 20).

TABLE 17

RESEARCH OF TEACHING TECHNIQUES AND LEARNING CONDITIONS (FOR ADOLESCENTS)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Volunteer Service	76	2.2	4.7	1.5
Cross Age Teaching	27	.8	1.2	.4
Peer Teaching	35	1.0	3.1	1.0
Nongraded Classes	62	1.8	7.7	2.4
Voucher System	6	.2	.7	.2
Bilingual Education	507	14.7	75.0	23.2
Tutorial Education	222	6.5	16.8	5.2
Individualized Education	545	15.8	46.2	14.3
Programmed Education	80	2.3	6.4	2.0
Computer-Assisted Education	26	.8	3.5	1.1
TV Instruction	36	1.0	11.7	3.6
Open Classroom	35	1.0	5.1	1.6

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[a] Percentages of the total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 18

TREATMENT OR COUNSELING FOR ADOLESCENTS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Diagnostic Procedures	311	9.0	43.2	13.4
Behavior Modification	51	1.5	4.1	1.3
Abortion	5	.1	.5	.2
Contraception	4	.1	.2	.1
Physical Therapy	11	.3	1.5	.5
Speech Therapy	29	.8	3.3	1.0
Nutrition Supplement	30	.9	2.0	.6
Medication	57	1.7	6.4	2.0
Psychotherapy	119	3.5	10.8	3.4
Group Therapy	29	.8	1.8	.6
Family Therapy	46	1.3	4.0	1.2
Counseling	496	14.4	68.3	21.1
Career Counseling	314	9.1	41.7	12.9
Peer Counseling	20	.6	1.4	.4
Referral Services	118	3.4	21.3	6.6
Hot Line	25	.7	2.9	.9

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

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TABLE 19

OTHER PROGRAMS AND ACTIVITIES FOR ADOLESCENTS

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Desegregation	40	1.2	2.7	.8
Deinstitutionalization	15	.4	3.7	1.1
Diversion	20	.6	3.1	1.0
Mainstreaming	71	2.1	6.6	2.0
Parent Involvement	828	24.1	99.1	30.7
Youth Involvement	185	5.4	16.7	5.2
Program Organization, Administration, & Management	977	28.4	95.8	29.7

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 20

RESEARCH PLACES WHERE INTERVENTION FOR ADOLESCENTS OCCURS

Category	Projects		Funding	
	Count	Percent	Amount	Percent
TOTAL	3,440	100.0%	$323.1	100.0%
Home	114	3.3	11.1	3.4
Adoptive Home	10	.3	.7	.2
Foster Home	14	.4	.7	.2
School	1,555	45.2	159.2	49.3
Group Care Center	37	1.1	6.1	1.9
Hospital	79	2.3	7.8	2.4
Medical Clinic	113	3.3	11.6	3.6
Community Center	180	5.2	12.7	3.9
Place of Work	76	2.2	20.4	6.3
Residential Institute	67	1.9	10.5	3.2
Sheltered Workshop	23	.7	1.6	.5
Recreational Facility	6	.2	.2	.0

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funds for adolescence research projects excluding those of the Department of Agriculture.

Methodological Characteristics of Research on Adolescence

Research Design. The predominant design used in research on adolescence in Fiscal Year '77 was the pretest-post-test design (see Table 21). Survey techniques were used frequently, and longitudinal and experimental approaches were also important. Individual case studies, multidisciplinary projects and cross cultural research were rare. No information on research design was available for 40 percent of the projects.

Measures Used. The type of measure used most frequently in Fiscal Year '77 research on adolescence was named measures. Unnamed measures, questionnaires and interviews were also employed often. Observation was used less often. Information on measures used was unavailable for 33 percent of the projects.

Location of Data Collection. Data on adolescence was typically collected in the classroom in Fiscal Year '77 (42% of the projects). Information on data collection was frequently not reported (41% of the projects).

Research on Methods Used in Research on Adolescence

In Fiscal Year '77 research projects on adolescence that included a substantive interest in research on methods represented only small percentages of the total number of projects (see Table 22). Two hundred thirty-nine projects focussed on tests and measures, and 132 included data classification as a topic of interest.

Comparisons With Fiscal Year '76

The total number of adolescence research projects increased from 3,003 in Fiscal Year '76 to 3,440 in Fiscal '77, an increase of 437 projects (see Figure 12). Funding for adolescence research increased by 14.8 million dollars from 308.3 million dollars in Fiscal Year '76 to 323.1 million dollars in Fiscal Year '77. Part of this increase

TABLE 21

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Design				
Longitudinal Study	288	8.4	35.1	10.9
Pretest-Post-Test	1,380	40.1	143.8	44.5
Experimental Approach	377	11.0	26.2	8.1
Individual Case Study	67	1.9	4.3	1.3
Multidisciplinary	91	2.6	12.8	4.0
Survey	608	17.7	59.8	18.5
Cross Cultural Research	52	1.5	1.5	.5
No Information on Project Design	1,338	38.9	108.8	33.7
Measures Used				
Observation	315	9.2	30.2	9.3
Interview	686	19.9	65.7	20.3
Questionnaire	777	22.6	74.5	23.1
Named Measure	1,141	33.2	116.9	36.2
Unnamed Measure	868	25.2	95.2	29.5
No Methods Information	1,129	32.8	94.8	29.3
Location of Data Collection				
Research in the Home	115	3.3	7.5	2.3
Laboratory	225	6.5	16.5	5.1

TABLE 21 (Cont'd)

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
Location of Data Collection (Cont'd)				
Classroom	1,441	41.9%	154.0	47.6%
Group Care Facility	30	.9	7.6	2.3
Medical Clinic	232	6.7	20.3	6.3
Community Center	138	4.0	9.8	3.0
Place of Employment	82	2.4	20.6	6.4
Residential Institution	50	1.5	7.4	2.3
Place of Research Not Available	1,406	40.9	111.7	34.6

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

Percentages do not add to 100 because categories are not mutually exclusive.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

TABLE 22

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE

Category	Projects		Funding	
	Count	Percent[a]	Amount[b]	Percent[c]
TOTAL	3,440	100.0%	$323.1	100.0%
Behavior Observation	7	.2	.3	.1
Data Classification	132	3.8	13.3	4.1
Tests & Measures	239	6.9	26.4	8.2
Physical Test	38	1.1	3.3	1.0
Cognitive Test	76	2.2	7.1	2.2
Affective Test	62	1.8	2.6	.8
Statistical Analysis	56	1.6	3.6	1.1
Research Bias	15	.4	.7	.2
Effect of Setting	4	.1	.3	.1
Cultural/Racial Bias	8	.2	.1	.0
Research Methods Related to Education	68	2.0	8.4	2.6

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[a] Percentages of total number of adolescence research projects including those of the Department of Agriculture.

[b] In millions of dollars

[c] Percentages of total funding for adolescence research projects excluding those of the Department of Agriculture.

(21 projects and $74,135) is the result of the addition of National Science Foundation projects to the data base. Another part of the increase is undoubtedly due to increased funding capacity of agencies, and part to improvement of data collection efforts.

The striking product of a careful comparison of the patterns of federal research in Fiscal Year '76 with the patterns in Fiscal Year '77 is a finding of considerable similarity. Comparisons between the two years were made by comparing the percentages of the total number of adolescence research projects represented by a particular category in one year with the percentage for the same category the next year. The largest difference found was a decrease of 7.6 percentage points in percentage of projects funded by competitive grant between Fiscal Year '76 and Fiscal Year '77. The only other comparison that revealed a difference of 5 percentage points or more was an increase of 5.9 percentage points in projects including motivation in the research focus. Percentages of projects for each category are not identical from Fiscal Year '76 to Fiscal Year '77, of course, but the changes are under 5 percentage points. Such minute differences are not interpretable. They are far more likely the result of coding or chance than of any shift in federal funding efforts.

Summaries of Findings from Federally-Supported Research on Children and Adolescents

In Fiscal Year '76 the Interagency Panels decided for the first time to include in their Information System summaries of interim or final findings of the projects funded by their member agencies. The following table shows the distribution across research areas of the 1,355 projects from which information about findings has been received. It can be seen that the largest concentrations of findings summaries are available in the areas of education (690 projects), the developmental processes (177 projects), and health and welfare services (122 projects).

Number of Findings Summaries Available for FY '74 to FY '77 Projects on Children and Adolescents, by Primary Focus

Primary Focus	Number of Projects
Total for All Areas	1,355
The Developmental Processes	177
Physical Development	56
Cognitive Development	53
Socioemotional Development	49
The Family	32
The Broader Social and Physical Environment	23
Health and Welfare Services	122
Day Care	5
Health Care	74
Welfare	29
Educational Services	690
Special Education	80
Early Childhood Education	33
Elementary Education	208
Secondary Education	85
Post-Secondary Education	28
Alternative Education	50
Parent Education	4
Educational Management	21
Juvenile Justice Services	3
Study of Research Methods	21

Note. These figures reflect the findings summaries available from the Interagency Panel Information System as of April, 1978. The figures shown for the general categories do not sum to the total shown above, because 287 of the summaries had not been computerized at the time this report was prepared.

CHAPTER IV

PATTERNS OF FEDERAL RESEARCH ON ADOLESCENCE IN FISCAL YEAR '77, BY AGENCY

The information on federally funded research on adolescence presented in the last chapter is provided in this chapter by agency. Where a particular category or set of categories is missing for a particular agency, the reason is either that the agency did not fund research in that area or that it funded very few projects in that area.

In most agencies, information was collected on all projects active in Fiscal Year '77. These include projects that received funds in Fiscal Year '77 and projects that did not, but were still operating on funds allocated in a prior fiscal year. While the latter kind of research activity is reflected in the project figures, the funding figures shown in the tables refer only to Fiscal Year '77 monies.

A concise statement of the agency's fundamental mission with respect to adolescence research and development activity is presented for each agency. Note that for many agencies, the adolescence mission may constitute only a part of their overall research mission. Following the mission statement is a brief description of some of the salient aspects of the agency's Fiscal Year '77 research program.

For some agencies, a brief description of Fiscal Year '78 priorities is also presented. For the most part, these descriptions are based on agency responses to a questionnaire concerning levels of interest in various research areas and approaches. Both the description of Fiscal Year '77 research activity and the description of Fiscal Year '78 plans were prepared by the Social Research Group staff, and do not represent official agency statements.

OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION
Office of the Secretary, DHEW

FY '77 Funding of Adolescence Research: $73,000

Number of Adolescence Research Projects Sponsored in FY '77: 6

Mission:

The Office of the Assistant Secretary for Planning and Evaluation (ASPE) serves as staff to the Secretary of DHEW. ASPE is comprised of several divisions which have specific responsibilities for the areas of health, education, income maintenance, and social services/human development. Within ASPE, primary responsibilities for childhood research and evaluation include: (1) ensuring the policy relevance and substantive merit of agency research and evaluation plans and specific projects; (2) initiating some extramural research and evaluation activities on childhood-related policy issues which cut across individual agency concerns or fall outside the current scope of any single DHEW agency; and (3) supporting in-house analyses of research and evaluation findings and literature as they pertain to particular childhood-related policy issues. ASPE's role in carrying out its responsibilities in agency-supported research and evaluation includes both facilitating and quality assurance in the development of agency plans and projects. Members of ASPE function as professional peers, offering technical assistance and informal recommendations to agencies and their staff and encouraging interagency coordination of research and evaluation activities. In its quality assurance role, ASPE conducts a formal review of the substantive aspects of agency research and evaluation plans and projects.

Some child/adolescent related research is supported throughout the various divisions of ASPE. The primary extramural research related to children currently supported by the Division of Social Services/Human Development in ASPE includes several policy studies, concept papers and synthesis papers on day care from infancy through adolescence. These papers and studies are part of an overall departmental "Evaluation of the Appropriateness of the Federal Interagency Day Care Requirements," a report due to Congress, Spring, 1978.

Fiscal Year '77:

During FY '77, OASPE funded competitive grants (50%) and agreement projects (33%) for research support and utilization (33%) that focussed mainly on socioemotional development in general (67%), value development in particular (50%), and educational services (50%). Legal rights, laws and policies, and status offenses (33%) were topics of equal importance. Other subjects that were of prime interest to OASPE include: social problems (50%), youth culture (50%), economic environments (33%), employment (33%) and ecological studies (33%) of adolescent environments.

Plans for Fiscal Year '78:

As in previous years, ASPE continues its strong research emphasis on runaway youth. In addition, the categories of abused or neglected adolescents, adolescent parents, and family influences receive increased research attention. Special programs for delinquents and research on institutional barriers faced by youth also receive strong emphasis. In the area of research on methodology, program evaluation methods receive strong support with secondary analysis of data the primary research approach used.

TABLE 23

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	6	100.0%
Funding Mechanism		
Agreement	2	33.3
Competitive Contract	3	50.0
Sole Source Contract	1	16.7
Research Purpose		
Basic	1	16.7
Applied	1	16.7
Development	1	16.7
Evaluation Research	1	16.7
Policy Research	1	16.7
Support & Utilization	2	33.3
Publication	1	16.7

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[a] Percentages of total numbers and total funding for adolescence research projects funded by ASPE.

TABLE 24

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	6	100.0%
Physical Development	1	16.7
Cognitive Development	1	16.7
Social-Emotional Development	4	66.7
Value Development	3	50.0

TABLE 25

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	6	100.0%
Day Care	1	16.7
Educational Services	3	50.0
Health Services	1	16.7
Nutrition Programs	1	16.7

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[a] Percentages of total adolescence research projects funded by ASPE.

TABLE 26

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	6	100.0%
Economic Environment	2	33.3
Employment	2	33.3
Changes in Job Market	1	16.7
Neighborhood Environment	1	16.7
Laws and Policies	2	33.3
Legal Rights	2	33.3
Status Offenses	2	33.3
Mass Media	1	16.7
Socio-Cultural Environment	4	66.7
Youth Culture	3	50.0
Ethnic/Racial Culture	1	16.7
SES Status	1	16.7
Social Problems	3	50.0
Crime	1	16.7
Ecological Study	2	33.3

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[a] Percentages of total adolescence research projects funded by ASPE.

BUREAU OF THE CENSUS
U. S. Department of Commerce

Mission

The Census Bureau publishes and disseminates reports on the demographic and socioeconomic characteristics of the population. These reports are based on the decennial census, on recurring surveys or intermittent or one-time surveys or special analysis.

A recent special report, drawing on a variety of Federal data sources in and outside of Census, was entitled "Characteristics of American Children and Youth: 1976" published and issued January 1978. This report was expanded to address children; the earlier version was "Characteristics of American Youth: 1974, Current Population Reports, Series P-23, No. 51."

A sampling of recent Current Population Reports is indicated below:

Current Population Reports
Series P-20

No.	
305	Geographic Mobility: March 1975 to March 1976
306	Marital Status and Living Arrangements: March 1976
307	Population Profile of the United States: 1976
310	Persons of Spanish Origin in the United States: March 1976
311	Household and Family Characteristics: March 1976
312	Marriage, Divorce, Widowhood, and Remarriage by Family Characteristics: June 1975

Series P-25

646	Estimates of the Population of States, by Age: July 1, 1975 and 1976 (Advance Report)
701	Gross Migration by County: 1965 to 1970
704	Projections of the Population of the United States: 1977 to 2050

Series P-60

104	Household Money Income in 1975 and Selected Social and Economic Characteristics of Households
105	Money Income in 1975 of Families and Persons in the United States
106	Characteristics of the Population Below Poverty Level: 1975
107	Money Income and Poverty Status of Families and Persons in the United States: 1976

DIVISION OF PROGRAM DEVELOPMENT
OFFICE OF PLANNING, RESEARCH AND EVALUATION
Office of Human Development Services, DHEW

Mission

The Office of Planning, Research, and Evaluation is a staff unit within the Office of Human Development Services. OPRE is responsible for program planning, research, demonstration, evaluation, policy analysis and systems development. Within OPRE, the Division of Program Development has responsibility for research and demonstration activities of both a domestic and international nature. The Division's two basic domestic research functions are: (1) to provide guidance to the five Program Administrations within OHDS in the planning and administration of their RD&E resources, and (2) to plan and manage its own crosscutting, OHDS priority research and demonstration activities.

The primary concern of the crosscutting initiative is to impact upon the disadvantaged, children, youth, families, elderly citizens, Native Americans, the handicapped and groups at risk. To achieve this end, the Division of Program Development has focussed all of its crosscutting R&D activities within the following four objectives: (1) to identify unmet and future needs of OHDS target groups; (2) to improve design and operation of human service delivery systems to better meet the needs of the client; (3) to ensure that services are at a level of quality appropriate to the goals and objectives that they are designed to achieve; and (4) to support priority projects overlapping objectives 1, 2 and 3 that are related to the political, economic, and legal dimensions of the services environment. The Division of Program Development has developed this approach to RD&E planning based on the recognition of the common elements and information needs of Program Administrations. It establishes a mechanism within OHDS to systematically identify and develop projects containing a cross-program element.

Note. OPRE sponsored 4 projects in Fiscal Year '77 which are included in IRIS under Title XX. The 1978 Annual Report will include a full description of OPRE's cross-cutting R&D initiative.

ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES
Office of Human Development Services, DHEW

FY '77 Funding of Adolescence Research: $22.3 million

Number of Adolescence Research Projects Sponsored in FY '77: 189

Mission:

The ACYF is concerned with issues which address children primarily, which address youth primarily and still others which address the family in its child and youth rearing roles. Those aspects which address children primarily are linked to the programmatic activities which focus on meeting the developmental needs of preschool-age children from low-income families and on improving services to particular populations of vulnerable children, such as the abused or neglected, and dependent children, such as those in foster care, those in need of adoptive homes, and those in institutions. Aspects of the mission which address youth primarily include concerns for status offenders, teenage pregnancies, and the program of runaway youth. The concerns for youth also include the promotion of the development of all youth as well as vulnerable youth, with particular concern for adolescent abuse and neglect, school related problems, pregnancy and VD. Those aspects of the mission which address families primarily are linked to the programmatic activities of children and youth, as described above, and to activities and policies pertaining to the well-being and development of children, youth and families.

The ACYF mission also includes the development of information on problems and trends affecting child, youth and family life, analysis of information on service programs, the recommending and reviewing of legislative proposals, and the providing of leadership in the development of priorities and strategies for research, demonstration, and experimental efforts on children, youth and families. In addition, through such activities as the development of model legislation and standards, the provision of technical assistance, and the conduct of demonstrating projects, the mission includes the stimulation of institutional changes at the Federal, State and local level in order to improve the delivery of services to children, youth and families. The mission requires an examination of issues and policies and an advisement to the Assistant Secretary for Human Development Services about which service and benefit systems are at present improving child, youth and family development, which systems are not achieving the purpose, and what systems need to be designed and tested to assure the desired development. Also there is need to consider children and youth in the context of the family. Thus, concerns for children and youth, such as child abuse and neglect, runaway youth, children at risk and in poverty, youth involved in drug and alcohol abuse and delinquent acts, must include concerns for the family in the resolution of the problems. Further, the mission requires a consideration of continuity of development - development over time - and the implications of that concept for programs, services, and their assessment.

ACYF serves as an advocate for children, youth and families by identifying social change that may enhance or adversely affect them, by identifying conditions which enhance or adversely affect their development, by defining issues critical to their development, and by recommending solutions and policies which address the issues. The agency is to bring the needs of children, youth and families to the attention of government and the public.

This mission helps ACYF examine the problems of children, youth and families from the larger, ecological perspective. The larger perspective permits the study of issues which involve many services, many institutions and the changes in services and institutional supports over the years. It also permits a study of interactions between and among family members and service providers. In short, the full scope of development and the full range of services and supports become the domain for ACYF, RD&E concerns.

More specifically, the mission provides the basis and justification for undertaking RD&E activities which are program linked and also address issues that may lead to new programmatic initiatives, to new knowledge about the needs of various populations and to new policies enhancing child, youth and family development.

Fiscal Year '77:

The ACYF concentrated its research efforts on welfare services (61%), child abuse services (34%), advocacy services (25%) and education services (25%) for abused and neglected (40%) target populations. Research was also funded on socioemotional development (16%), social problems (29%) and child abuse (23%). Most of the ACYF projects were funded as grants (75%), particularly competitive grants (69%), and included applied (46%) and demonstration/replication (27%) research activities.

Plans for Fiscal Year '78:

Major areas of research emphasis for ACYF during FY '78 will encompass the family, the adolescent and research methodology. Among the subjects to be investigated are family influences on the adolescent, the social environment, institutional barriers to youth development, and counseling of youth and families of runaways. Research on research methodology will be conducted with emphasis placed on development of tests and measures, program evaluation, survey analysis, statistical techniques and improvement of comparability. These research efforts will be focussed on the populations of abused and neglected adolescents, runaways, adolescent parents, the poor, and the disadvantaged. Strong utilization of survey analysis and secondary analysis of data will be supplemented with a variety of research approaches and techniques.

TABLE 27

PROJECT INFORMATION ON RESEARCH ON ADOLESCENCE (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Funding Mechanism		
Competitive Contract	33	17.5
8-A Minority Contract	3	1.6
Sole Source Contract	2	1.1
Grant	141	74.6
Competitive	130	68.8
Research Purpose		
Basic	18	9.5
Applied	87	46.0
Development	19	10.1
Demonstration/Replication	50	26.5
Evaluation Research	22	11.6
Policy Research	22	11.6
Demonstration/Utilization	28	14.8
Support & Utilization	8	4.2
Information Dissemination Systems	1	.5
Publication	1	.5

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[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 28

RESEARCH ON ADOLESCENCE BY RACE AND ETHNIC IDENTITY (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
White	17	9.0
Mexican-American	9	4.8
Puerto-Rican	6	3.2
Black	28	14.8
Asian or Pacific Islander	4	2.1
Native American	13	6.9
Mixed Racial/Ethnic Groups	29	15.3
Other Ethnic Groups	3	1.6
No Ethnicity Information	130	68.8

TABLE 29

RESEARCH ON ADOLESCENCE BY SOCIOECONOMIC STATUS (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Lower Income	21	11.1
Middle Income	8	4.2
Mixed Economically	21	11.1
No Socioeconomic Status Information	151	79.9

---

[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 30

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Children with Handicaps	8	4.2
Physical Handicap	2	1.1
Neurological Handicap	1	.5
Cerebral Palsy	1	.5
Children at Risk	16	8.5
Emotionally Ill	25	13.2
Drug Users	3	1.6
Delinquent	7	3.7
Runaway	10	5.3
School Dropouts	1	.5
Abused/Neglected	75	39.7
Academically Slow	1	.5
Bilingual	1	.5
Adolescent Parents	7	3.7
Educationally Disadvantaged	1	.5

---

[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 31

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Physical Development	19	10.1
Child Abuse	14	7.4
Cognitive Development	24	12.7
Cognitive Performance	17	9.0
Social-Emotional Development	30	15.9
Self Perception	14	7.4
Locus of Control	7	3.7
Interpersonal Relations	6	3.2
Emotional Development	8	4.2
Overall Growth and Development	10	5.3

---

[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 32

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Neighborhood Environment	14	7.4
Laws and Policies Affecting Youth	23	12.2
Socio-Cultural Environment	33	17.5
Ethnic/Racial Culture	13	6.9
SES Status	19	10.1
Social Problems	55	29.1
Crime	7	3.7
Runaways	7	3.7
Child Abuse	44	23.3
Ecological Study	10	5.3

---

[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 33

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Day Care	12	6.3
Educational Services	48	25.4
Parent Education	24	12.7
Health Services	31	16.4
Mental Health Services	12	6.3
Welfare Services	116	61.4
Foster Care	37	19.6
Adoptive Services	20	10.6
Child Abuse Services	65	34.4
Emergency Services	22	11.6
Advocacy Services	47	24.9
Delinquency Treatment	13	6.9

---

[a] Percentages of total adolescence research projects funded by ACYF.

TABLE 34

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
Total	189	100.0%
Design		
Longitudinal Study	17	9.0
Pretest-Post-Test	32	16.9
Experimental Approach	26	13.8
Individual Case Study	13	6.9
Multidisciplinary	20	10.6
Survey	31	16.4
Cross Cultural Research	2	1.1
No Information on Project Design	95	50.3
Measures Used		
Observation	12	6.3
Interview	46	24.3
Questionnaire	30	15.9
Named Measure	16	8.5
Unnamed Measure	29	15.3
No Methods Information	120	63.5
Location of Data Collection		
Research in the Home	19	10.1

TABLE 34 (Cont'd)

Category	Projects	
	Count	Percent[a]
Location of Data Collection (Cont'd)		
Classroom	6	3.2
Group Care Facility	8	4.2
Medical Clinic	23	12.2
Community Center	8	4.2
Residential Institution	4	2.1
Place of Research Not Available	133	70.4

---

[a] Percentage of total research projects on adolescence funded by ACYF.

TABLE 35

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES)

Category	Projects	
	Count	Percent[a]
TOTAL	189	100.0%
Data Classification	13	6.9
Tests and Measures	5	2.6
Affective Test	1	.5
Statistical Analysis	3	1.6

---

[a] Percentages of total research projects on adolescence funded by ACYF.

REHABILITATION SERVICES ADMINISTRATION
Office of Human Development Services

FY '77 Funding of Adolescence Research: $157,380

Number of Adolescence Research Projects Sponsored in FY '77: 10

Mission:

Section 202 of the Rehabilitation Act of 1973 mandates that the research and evaluation program of the Rehabilitation Services Administration support research designed to produce new knowledge, methods, and devices to improve the rehabilitation of handicapped persons, especially those who are severely disabled. The research is interdisciplinary and multifaceted, with attention to Research and Training Centers in universities, Rehabilitation Engineering Centers, spinal cord injury, end-state renal disease, international research, sensory disorders, vocational counseling and placement, and utilization of research and evaluation results. Evaluation projects stress careful evaluation of all aspects of the service program in the field, and of all research and demonstration activities.

Fiscal Year '77:

RSA concentrated on providing educational services (50%), special education (30%) and health services (30%) to intellectually handicapped (40%) and mentally retarded (40%) adolescents. RSA emphasized physical (30%) and socioemotional development in grants (100%) that were evaluation (30%) or applied (60%) research. Survey designs were included in these projects as were questionnaires (50%), interviews (40%) and named measures (40%).

TABLE 36

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Funding Mechanism		
Grant	10	100.0
Non-Competitive	4	100.0
Research Purpose		
Basic	1	10.0
Applied	6	60.0
Development	2	20.0
Evaluation Research	3	30.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 37

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
White	3	30.0
Mexican-American	1	10.0
Black	2	20.0
Native American	1	10.0
Mixed Racial/Ethnic Groups	1	10.0
No Ethnicity Information	7	70.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 38

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Lower Income	1	10.0
Mixed Economically	2	20.0
No Socioeconomic Status Information	7	70.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 39

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Children with Handicaps	7	70.0
Physical Handicap	2	20.0
Multihandicapped	1	10.0
Deaf-Blind	1	10.0
Intellectual Handicap	4	40.0
Mentally Retarded	4	40.0
Physically Ill	1	10.0
Emotionally Ill	1	10.0
Drug Users	2	20.0
Alcohol Users	2	20.0
Delinquent	1	10.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 40

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Physical Development	3	30.0
Body Growth	2	20.0
Motor Development	2	20.0
Handicapping Conditions	2	20.0
Cognitive Development	2	20.0
Intellectual Handicaps	2	20.0
Social-Emotional Development	5	50.0
Self Perception	2	20.0
Interpersonal Relations	3	30.0
Emotional Development	2	20.0
Mental Health Status	2	20.0
Socio-emotional Factors Related to Education	2	20.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 41

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Neighborhood Environment	2	20.0
Social Problems	2	20.0
Alcohol Abuse	2	20.0
Drug Abuse	1	10.0
Ecological Study	2	20.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 42

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Educational Services	5	50.0
Special Education	3	30.0
High School Grades	1	10.0
Alternative Education	1	10.0
Health Services	3	30.0
Welfare Services	2	20.0
Foster Care	1	10.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 43

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Data Classification	1	10.0
Tests & Measures	1	10.0
Physical Test	1	10.0

---

[a] Percentages of total adolescence research projects funded by RSA.

TABLE 44

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (REHABILITATION SERVICES ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	10	100.0%
Design		
Longitudinal Study	2	20.0
Pretest-Post-Test	1	10.0
Individual Case Study	1	10.0
Survey	3	30.0
No Information on Project Design	4	40.0
Measures Used		
Observation	2	20.0
Interview	4	40.0
Questionnaire	5	50.0
Named Measure	4	40.0
Unnamed Measure	2	20.0
No Methods Information	1	10.0
Location of Data Collection		
Group Care Facility	1	10.0
Medical Clinic	2	20.0
Residential Institution	1	10.0
Place of Research Not Available	7	70.0

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[a] Percentages of total adolescence research projects funded by RSA.

ADMINISTRATION FOR PUBLIC SERVICES
Office of Human Development Services, DHEW

FY '77 Funding of Adolescence Research: $923,545

Number of Adolescence Research Projects Sponsored in FY '77: 13

Mission

The Administration for Public Services research, demonstration, and evaluation program seeks to improve the level of service to recipients by improving management, operation, and policy-making for the Title XX program. RD&E has two basic goals: (1) to develop the analytic methodologies, the program data, and the programmatic knowledge needed to evaluate, improve, and implement major policy and program options; and (2) to develop the methodological and technological knowledge necessary to improve Federal, State, and local administration and delivery of services.

The RD&E program is directed toward upgrading the positive impact of social services programs on individuals and families, and toward strengthening capabilities of State and local social services providers. The RD&E program acts to determine the effectiveness and efficiency of social services programs, to develop and implement R&D to identify gaps in knowledge and provide new knowledge, to test new methods for improving client access to services, and to support demonstrations to test new methods of service delivery.

Fiscal Year '77:

The thirteen APS projects focus on socio-emotional development (23%), self-perception (23%), the neighborhood environment (31%), social problems (31%), and ecological approaches (31%). The agency also emphasized intervention services like advocacy services (38%), health services (46%), welfare services (85%) and emergency services (38%). The targeted populations served by this agency are "at risk," and abused/neglected adolescents (38% each). The projects were funded as grants (100%), partly as competitive grants (38%), and had predominantly applied research purposes (38%).

TABLE 45

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Funding Mechanism		
Grant	13	100.0
Competitive	5	38.5
Non-Competitive	1	7.7
Research Purpose		
Applied	5	38.5
Development	2	15.4
Demonstration/Replication	3	23.1
Policy Research	3	23.1
Demonstration/Utilization	1	7.7
Support & Utilization	3	23.1
Conference	3	23.1

---

[a] Percentages of total adolescence research projects funded by APS.

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TABLE 46

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Native American	3	23.1
Mixed Racial/Ethnic Groups	1	7.7
No Ethnicity Information	9	69.2

---

[a] Percentages of total adolescence research projects funded by APS.

TABLE 47

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Lower Income	2	15.4
Mixed Economically	3	23.1
No Socioeconomic Status Information	9	69.2

---

[a] Percentages of total adolescence research projects funded by APS.

TABLE 48

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Children at Risk	5	38.5
Delinquent	1	7.7
Abused/Neglected	5	38.5

TABLE 49

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Social-Emotional Development	3	23.1
Self Perception	3	23.1
Interpersonal Relations	2	15.4
Attitude on Work	2	15.4
Social Attitude	2	15.4
Motivation	2	15.4
Coping	2	15.4
Emotional Development	3	23.1
Mental Health Status	2	15.4
Overall Growth & Development	3	23.1

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[a] Percentages of total adolescence research projects funded by APS.

TABLE 50

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Economic Environment	2	15.4
Employment	2	15.4
Neighborhood Environment	4	30.8
Laws and Policies	2	15.4
Legal Rights	1	7.7
Socio-Cultural Environment	2	15.4
Social Problems	4	30.8
Crime	1	7.7
Child Abuse	2	15.4
Ecological Study	4	30.8
Impact of Education on Individual & Society	1	7.7

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[a] Percentages of total adolescence research projects funded by APS.

TABLE 51

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Day Care	3	23.1
Educational Services	5	38.5
Higher Education	1	7.7
Parent Education	3	23.1
Health Services	6	46.2
Family Planning	1	7.7
Nutrition Programs	1	7.7
Mental Health Services	2	15.4
Welfare Services	11	84.6
Income Maintenance	1	7.7
Foster Care	3	23.1
Child Abuse Services	3	23.1
Employment Programs	1	7.7
Emergency Services	5	38.5
Advocacy Services	5	38.5
Delinquency Treatment	1	7.7

---

[a] Percentages of total adolescence research projects funded by APS.

TABLE 52

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Design		
Pretest-Post-Test	2	15.4
Experimental Approach	1	7.7
Survey	2	15.4
No Information on Project Design	9	69.2
Measures Used		
Interview	1	7.7
Questionnaire	1	7.7
Named Measure	1	7.7
Unnamed Measure	1	7.7
No Methods Information	9	69.2
Location of Data Collection		
Group Care Facility	2	15.4
Community Center	2	15.4
Residential Institution	1	7.7
Place of Research Not Available	8	61.5

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[a] Percentage of total adolescence research projects funded by APS.

TABLE 53

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (ADMINISTRATION FOR PUBLIC SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	13	100.0%
Data Classification	1	7.7
Tests & Measures	1	7.7
Affective Test	1	7.7
Statistical Analysis	2	15.4

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[a] Percentages of total adolescence research projects funded by APS.

HEALTH CARE FINANCING ADMINISTRATION
Department of Health, Education and Welfare

FY '77 Funding of Adolescence Research: $643,081

Number of Adolescence Research Projects Sponsored in FY '77: 9

Mission:

The Health Care Financing Administration shall promote projects which develop knowledge about the basic nature of costs and inflation in the health care field, resolve major health financing policy and program issues and demonstrate new financing, innovative, management/administrative and service delivery methods or procedures. HCFA priority areas include: access to care/utilization of services, clinical efficacy studies, graduate medical education, health/education consumer awareness, hospital costs and integrated data management systems.

Fiscal Year '77:

This agency sponsored health services (100%) and preventive health care research projects (100%) in FY '77. Target populations included Black (22%), mixed racial and ethnic groups (56%) and low income groups of adolescents (44%) HCFA research on adolescence was focussed equally on physical, cognitive and socio-emotional development (11% each). HCFA funded all nine of its projects as competitive grants with applied (44%), evaluation (33%) or demonstration/replication (33%) research purposes.

TABLE 54

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Funding Mechanism		
Grant	9	100.0
Competitive	9	100.0
Research Purpose		
Applied	4	44.4
Development	1	11.1
Demonstration/Replication	3	33.3
Evaluation Research	3	33.3
Demonstration/Utilization	2	22.2

---

[a] Percentages of total adolescence research projects funded by HCFA.

TABLE 55

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
White	1	11.1
Mexican-American	1	11.1
Black	2	22.2
Mixed Racial/Ethnic Groups	5	55.6
No Ethnicity Information	5	55.6

---

[a] Percentages of total adolescence research projects funded by HCFA.

TABLE 56

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Lower Income	4	44.4
No Socioeconomic Status Information	5	55.6

---

[a] Percentages of total adolescence research projects funded by HCFA.

TABLE 57

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Physical Development	1	11.1
Physical Factors Related to Education	1	11.1
Cognitive Development	1	11.1
Cognitive Factors Related to Education	1	11.1
Social-Emotional Development	1	11.1
Socio-Emotional Factors Related to Education	1	11.1
Overall Growth & Development	1	11.1

---

[a] Percentages of total adolescence research projects funded by HCFA.

TABLE 58

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Day Care	1	11.1
Educational Services	1	11.1
Special Education	1	11.1
Health Services	9	100.0
Preventive Health Care	9	100.0
Family Planning	1	11.1
Mental Health Services	1	11.1
Welfare Services	1	11.1
Advocacy Services	1	11.1

---

[a] Percentages of total adolescence research projects funded by HCFA.

TABLE 59

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Design		
Pretest-Post-Test	2	22.2
No Information on Project Design	8	88.9
Measures Used		
Interview	1	11.1
Named Measure	1	11.1
Unnamed Measure	2	22.2
No Methods Information	6	66.7
Location of Data Collection		
Research in the Home	1	11.1
Group Care Facility	1	11.1
Medical Clinic	5	55.6
Place of Research Not Available	3	33.3

TABLE 60

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (HEALTH CARE FINANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	9	100.0%
Data Classification	2	22.2
Tests & Measures	1	11.1

---

[a] Percentages of total number of adolescence research projects funded by HCFA.

THE BUREAU OF COMMUNITY HEALTH SERVICES

FY '77 Funding of Adolescence Research: $1.4 million

Number of Adolescence Research Projects Sponsored in FY '77: 17

Mission:

The Bureau of Community Health Services receives its authority to sponsor research and evaluation studies from Title 5, Section 512, of the Social Security Act. From this context the Bureau of Community Health Services Maternal and Child Health and Crippled Children's Research Grants Program has been committed to investigate problems related to adolescent health in general, and particularly to problems associated with teenage pregnancy, the handicapped and retarded adolescents. In addition, the research grants program supports scientific studies that show the promise of improving the operation, functioning, general usefulness and effectiveness of health services for mothers and children.

These include research in delivery of health care to mothers and children, habilitation and rehabilitation of handicapped children, regional programs for high risk mothers and infants, and the study of manpower for the care of mothers and children.

Fiscal Year '77:

This agency funded a significant number of research projects on physical development (88%), including handicapping conditions (29%), physical disease (23%) and health status (23%). Research on socio-emotional development (23%) was also sponsored. Socio-cultural environment (23%), socioeconomic status (23%), health services (71%) and preventive health care (23%) were also areas of concern. Non-competitive grants (65%) were utilized as the predominant funding mechanism. The pretest-post-test design (47%), the experimental approach (47%) and surveys (35%) characterized the research designs of adolescence projects. Research measures most frequently utilized included interviews (35%), questionnaires (23%) and named measures (23%). Data was collected most often in medical clinics (71%).

TABLE 61

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Funding Mechanism		
Grant	17	100.0
Competitive	3	17.6
Non-Competitive	11	64.7
Research Purpose		
Basic	4	23.5
Applied	9	52.9
Development	3	17.6
Demonstration/Replication	1	5.9
Policy Research	2	11.8
Demonstration/Utilization	1	5.9

---

[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 62

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
White	5	29.4
Mexican-American	1	5.9
Black	5	29.4
Asian or Pacific Islander	1	5.9
Native American	1	5.9
Mixed Racial/Ethnic Groups	5	29.4
No Ethnicity Information	12	70.6

---

[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 63

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Lower Income	2	11.8
Mixed Economically	5	29.4
No Socioeconomic Status Information	11	64.7

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[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 64

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS
(BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Children With Handicaps	6	35.3
Physical Handicap	5	29.4
Neurological Handicap	1	5.9
Brain Damage	1	5.9
Cerebral Palsy	1	5.9
Orthopedic Handicap	3	17.6
Multihandicapped	1	5.9
Intellectual Handicap	1	5.9
Mentally Retarded	1	5.9
Educable Mentally Retarded	1	5.9
Children at Risk	3	17.6
Physically Ill	5	29.4
Emotionally Ill	1	5.9

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[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 65

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Physical Development	15	88.2
Body Growth	2	11.8
Abnormal Growth	2	11.8
Motor Development	2	11.8
Sensory Process	2	11.8
Physical Characteristics	2	11.8
Handicapping Conditions	5	29.4
Physical Disease	4	23.5
Health Status	4	23.5
Epidemiology	3	17.6
Pregnancy & Birth	3	17.6
Social-Emotional Development	4	23.5
Emotional Development	2	11.8

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[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 66

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Neighborhood Environment	1	5.9
Geographic Location	1	5.9
Socio-Cultural Environment	4	23.5
SES Status	4	23.5

---

[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 67

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Educational Services	1	5.9
Special Education	1	5.9
Health Services	12	70.6
Preventive Health Care	4	23.5
Pre/Post-Natal Care	1	5.9

---

[a] Percentages of total adolescence research projects funded by BCHS.

TABLE 68

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Tests and Measures	1	5.9
Physical Test	1	5.9
Statistical Analysis	3	17.6

TABLE 69

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (BUREAU OF COMMUNITY HEALTH SERVICES)

Category	Projects	
	Count	Percent[a]
TOTAL	17	100.0%
Design		
Pretest-Post-Test	8	47.1
Experimental Approach	8	47.1
Survey	6	35.3
No Information on Project Design	3	17.6
Measures Used		
Interview	6	35.3
Questionnaire	4	23.5
Named Measure	4	23.5
No Methods Information	6	35.3
Location of Data Collection		
Research in the Home	2	11.8
Medical Clinic	12	70.6
Place of Research Not Available	3	17.6

---

[a] Percentages of total adolescence research projects funded by BCHS.

NATIONAL INSTITUTE OF MENTAL HEALTH

FY '77 Funding of Adolescence Research: $17.3 million

Number of Adolescence Research Projects Sponsored in FY '77: 423

Mission:

Two principal pieces of legislation direct the National Institute of Mental Health's research and development in the age range of adolescence: Section 301 and 303 of the Public Health Services Act (P.L. 78-410), and Section 299(b) of the Social Security Act (P.L. 92-603).

The objectives of the research program of NIMH are to support research on the etiology, diagnosis, treatment, prevention, and control of mental illness, and the promotion of mental health. NIMH is primarily responsible, therefore, for the support of applied, clinical and basic research aimed either at the resolution of specific problems of mental and emotional illness, or at the augmenting of knowledge regarding human behavior. Areas of study which relate to adolescents include the process of occupational choice, sex role development, preparation for family roles, the understanding of the problems contributing to crime and delinquency, and the means of treating these problems. Special attention will be paid in the Fiscal Year 1978-82 period to early adolescent (ages 10-15 years) psychobiology and development research based on the technological advances in endocrinology and social science methodology.

Fiscal Year '77:

The majority of the projects sponsored by NIMH were funded through grants (87%) with twenty-five percent being funded competitively and forty-one percent non-competitively. Sixty-one percent of the NIMH-funded projects were categorized as basic research, and 28 percent as applied. The only target population of particular interest was the emotionally ill (31%). Substantive areas of interest included physical development (33%), cognitive development (46%), cognitive performance (22%), social-emotional development (69%), self perception (24%), interpersonal relations (27%), emotional development (44%), the socio-cultural environment (30%) and health services (22%). Methodologically the research was characterized by pretest-post-test design (34%), and the experimental approach (29%). For data collection (25%

in the laboratory) observation (21%), interviews (38%), questionnaires (26%), and named measures (39%) were used.

Plans for Fiscal Year '78

In keeping with its mission to promote the mental health of the nation, NIMH continues its strong emphasis on the broad category of socio-emotional development, particularly emotional and personality development. The target populations of delinquents, abused or neglected adolescents and adolescent parents receive high levels of attention along with counseling of youth. Research on methodology is focussed on program evaluation methods, observational methods, research design, statistical techniques and longitudinal research. The primary research emphases are on psychological and sociological processes with observation and survey analyses the research techniques used most often. Moderate amounts of research interest are focussed on schizophrenia, autism, and intellectual handicaps, family influences and the broad category of physical development.

TABLE 70

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Funding Mechanism		
Competitive Contract	1	.2
Sole Source Contract	1	.2
Grant	369	87.2
Competitive	108	25.5
Non-Competitive	174	41.1
Intramural	34	8.0
Research Purpose		
Basic	260	61.5
Applied	117	27.7
Development	40	9.5
Demonstration/Replication	33	7.8
Evaluation Research	23	5.4
Policy Research	5	1.2
Demonstration/Utilization	6	1.4
Support & Utilization	10	2.4
Conference	3	.7
Publication	5	1.2

---

[a] Percentages of total adolescence research projects funded by NIMH.

TABLE 71

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
White	76	18.0
Mexican-American	19	4.5
Puerto-Rican	4	.9
Black	68	16.1
Asian or Pacific Islander	11	2.6
Native American	13	3.1
Mixed Racial/Ethnic Groups	78	18.4
Other Ethnic Groups	37	8.7
No Ethnicity Information	268	63.4

TABLE 72

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Lower Income	32	7.6
Middle Income	34	8.0
Mixed Economically	45	10.6
No SES Information	344	81.3

---

[a] Percentages of total adolescence research projects funded by NIMH.

TABLE 73

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Children with Handicaps	54	12.8
Physical Handicap	45	10.6
Emotionally Ill	132	31.2

TABLE 74

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Physical Development	138	32.6
Cognitive Development	194	45.9
Perception	49	11.6
Learning Processes	49	11.6
Language Development	50	11.8
Cognitive Performance	95	22.5
Social-Emotional Development	292	69.0
Self Perception	101	23.9
Interpersonal Relations	114	27.0
Motivation	46	10.9
Emotional Development	187	44.2
Mental Health Status	83	19.6
Emotional Illness	56	13.2

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[a] Percentages of total adolescence research projects funded by NIMH.

TABLE 74

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Physical Development	138	32.6
Body Growth	19	4.5
Motor Development	16	3.8
Sensory Process	16	3.8
Physical Characteristics	34	8.0
Handicapping Conditions	23	5.4
Physical Disease	20	4.7
Genetics	24	5.7
Pharmacology	41	9.7
Health Status	16	3.8
Cognitive Development	194	45.9
Perception	49	11.6
Attention	25	5.9
Concept Formation	20	4.7
Problem Solving	39	9.2
Memory	42	9.9
Learning Processes	49	11.6
Reading Process	13	3.1
Language Development	50	11.8
Cognitive Performance	95	22.5
Cognitive Factors Related to Education	17	4.0

TABLE 74 (cont'd)

Category	Projects	
	Count	Percent[a]
Social-Emotional Development	292	69.0%
Self Perception	101	23.9
Locus of Control	23	5.4
Cultural/Racial Identity	16	3.8
Sexual Identity	27	6.4
Interpersonal Relations	114	27.0
Attitude on Work	10	2.4
Attitude on School	20	4.7
Attitude on Peer Group	20	4.7
Racial Attitude	12	2.8
Social Attitude	30	7.1
Value Development	34	8.0
Motivation	46	10.9
Coping	38	9.0
Emotional Development	187	44.2
Mental Health Status	83	19.6
Emotional Illness	56	13.2
Socio-Emotional Factors Related to Education	22	5.2
Overall Growth & Development	21	5.0

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[a] Percentages of total adolescence research projects funded by NIMH.

TABLE 75

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Economic Environment	23	5.4
Employment	14	3.3
Neighborhood Environment	21	5.0
Laws and Policies	23	5.4
Socio-Cultural Environment	129	30.5
Ethnic/Racial Culture	38	9.0
SES Status	32	7.6
Sex Behavior	16	3.8
Social Problems	56	13.2
Crime	31	7.3
Delinquency	24	5.7
Child Abuse	10	2.4
Ecological Study	37	8.7

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[a] Percentage of total adolescence research projects funded by NIMH.

TABLE 76

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Educational Services	43	10.2
Middle Grades	13	3.1
Junior High Grades	5	1.2
Higher Education	12	2.8
Parent Education	8	1.9
Health Services	93	22.0
Mental Health Services	65	15.4
Welfare Services	14	3.3
Child Abuse Services	5	1.2
Advocacy Services	6	1.4
Delinquency Treatment	12	2.8
Law Enforcement	6	1.4

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[a] Percentages of total adolescence projects funded by NIMH.

TABLE 77

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Design		
Longitudinal Study	79	18.7
Pretest-Post-Test	146	34.5
Experimental Approach	121	28.6
Survey	73	17.3
No Information on Project Design	161	38.1
Measures Used		
Observation	89	21.0
Interview	163	38.5
Questionnaire	112	26.5
Named Measure	166	39.2
Unnamed Measure	76	18.0
No Methods Information	103	24.3
Location of Data Collection		
Laboratory	104	24.6
Classroom	49	11.6
Medical Clinic	58	13.7
Place of Research Not Available	195	46.1

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[a] Percentages of total adolescence research projects funded by NIMH.

TABLE 78

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF MENTAL HEALTH)

Category	Projects	
	Count	Percent[a]
TOTAL	423	100.0%
Behavior Observation	6	1.4
Data Classification	10	2.4
Tests & Measures	48	11.3
Physical Test	7	1.7
Cognitive Test	6	1.4
Affective Test	29	6.9
Statistical Analysis	7	1.7
Research Bias	5	1.2
Effect of Setting	1	.2
Cultural/Racial Bias	3	.7
Research Methods Related to Education	1	.2

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[a] Percentages of total adolescence research projects funded by NIMH.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

FY '77 Funding of Adolescence Research: $6.9 million

Number of Adolescence Research Projects Sponsored in FY '77: 99*

Mission:

The mission of the National Institute of Child Health and Human Development (NICHD) is to contribute to the good health of all citizens through efforts to understand the many factors, biological and behavioral, related to the adaptation of populations to available resources and the expansion of knowledge on family planning, child health, maternal health and human development. The primary emphasis of Institute efforts is prevention of disease and disability. Success achieved by the NICHD in assuring healthier children will produce the long range benefit of a healthier adult population for the nation.

NICHD serves as a focal point, coordinator, and major research arm for family planning and maternal health issues. The goals of the NICHD are accomplished through research to assure maximum health during pregnancy and infancy as well as to provide conditions for optimum development of the child so that full physical and mental potential can be attained by the adult. Interdependent with the goals are a broad understanding of social and societal environment, family structure and function, the factors affecting fertility and infertility, the dynamics of human population, and the reasonable regulation of its growth. Thus, the NICHD has an interest in all problems affecting human development.

NICHD includes a Center for Population Research (CPR) and a Center for Research for Mothers and Children (CRMC). The CPR has responsibility for understanding the forces affecting population growth and their social consequences, the development of contraceptive methods, and how these influence fertility patterns. The CRMC has responsibility to advance knowledge on societal and social environment, family relationships, pregnancy, infancy and childhood as well as to examine the problems of human development from a psychosocial and biological standpoint, with special reference to the cause and amelioration of the problems of the mentally retarded. It is responsible for understanding all factors related to the good health of mothers and children and will be concerned with health problems occurring in the earliest stages of development through adulthood.

Fiscal Year '77:

The NICHD emphasized programs on physical development (51%), body growth (22%), cognitive development (35%), and social-emotional development

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*This number of projects is larger than the comparable number of projects on record in NICHD files because certain projects listed separately in IRIS are recorded as components of single programs at NICHD.

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(34%) for intellectually handicapped (34%), and mentally retarded (32%) adolescents. Projects focussing on socio-cultural environments (27%) and sex behavior of adolescents (20%) were also important priorities. This agency awarded most of its funds through grants (80%), especially non-competitive grants (59%) with basic (67%) or applied (26%) research activities. Longitudinal (23%), pretest-post-test (23%), experimental (20%) and survey (23%) research designs were also emphasized at the NICHD.

Plans for Fiscal Year '78:

In FY '78 NICHD will continue a strong research focus on the target populations of neurologically handicapped, retarded and learning disabled adolescents. In addition, research on adolescent parents, family structure and function, birth control, abortion and the social environment receive heavy emphasis. Aspects of socio-emotional development and physical development of high agency interest include language development, thought processes, behavior and nutrition. The agency approach to research is focussed strongly on the biological and psychological perspectives. Academic achievement testing, observational and longitudinal techniques, survey analysis, and the anthropological approaches receive moderate levels of attention.

TABLE 79

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Funding Mechanism		
Competitive Contract	9	9.1
Grant	79	79.8
Competitive	12	12.1
Non-Competitive	58	58.6
Intramural	3	3.0
Research Purpose		
Basic	66	66.7
Applied	26	26.3
Development	10	10.1
Demonstration/Replication	2	2.0
Policy Research	1	1.0
Demonstration/Utilization	3	3.0

---

[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 80

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
White	16	16.2
Black	12	12.1
Asian or Pacific Islander	4	4.0
Native American	3	3.0
Mixed Racial/Ethnic Groups	16	16.2
Other Ethnic Groups	4	4.0
No Ethnicity Information	76	76.8

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 81

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Lower Income	7	7.1
Mixed Economically	7	7.1
No Socioeconomic Status Information	86	86.9

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[a] Percentage of total adolescence research projects funded by NICHD.

TABLE 82

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Children With Handicaps	35	35.4
Physical Handicap	4	4.0
Communicative Disorder	2	2.0
Intellectual Handicap	34	34.3
Mentally Retarded	32	32.3
Educable Mentally Retarded	6	6.1
Trainable Mentally Retarded	3	3.0
Learning Disabled	3	3.0
Children at Risk	3	3.0
Physically Ill	10	10.1
Emotionally Ill	2	2.0
Delinquent	2	2.0
Gifted	1	1.0
Adolescent Parents	15	15.2

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 83

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Physical Development	51	51.5
Body Growth	22	22.2
Puberty	10	10.1
Physical Characteristics	11	11.1
Physical Disease	12	12.1
Genetics	13	13.1
Pregnancy & Birth	16	16.2
Contraception	10	10.1
Cognitive Development	35	35.4
Perception	11	11.1
Memory	12	12.1
Learning Processes	13	13.1
Cognitive Performance	10	10.1
Intellectual Handicaps	15	15.2
Social-Emotional Development	34	34.3
Self Perception	18	18.2
Motivation	10	10.1
Emotional Development	14	14.1

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 84

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Economic Environment	8	8.1
Employment	6	6.1
Neighborhood Environment	5	5.1
Socio-Cultural Environment	27	27.3
Ethnic/Racial Culture	4	4.0
SES Status	9	9.1
Sex Behavior	20	20.2
Social Problems	2	2.0
Ecological Study	5	5.1

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 85

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Educational Services	14	14.1
Special Education	13	13.1
Health Services	12	12.1
Preventive Health Care	2	2.0
Family Planning	4	4.0
Mental Health Services	4	4.0

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 86

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Tests & Measures	7	7.1
Physical Test	4	4.0
Statistical Analysis	5	5.1

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[a] Percentages of total adolescence research projects funded by NICHD.

TABLE 87

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

Category	Projects	
	Count	Percent[a]
TOTAL	99	100.0%
Design		
Longitudinal Study	23	23.2
Pretest-Post-Test	23	23.2
Experimental Approach	20	20.2
Survey	23	23.2
No Information on Project Design	37	37.4
Measures Used		
Interview	16	16.2
Questionnaire	15	15.2
Named Measure	22	22.2
Unnamed Measure	20	20.2
No Methods Information	46	46.5
Location of Data Collection		
Laboratory	23	23.2
Medical Clinic	29	29.3
Residential Institution	10	10.1
Place of Research Not Available	35	35.4

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[a] Percentages of total adolescence research projects funded by NICHD.

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE

FY '77 Funding of Adolescence Research: $10.5 million

Number of Adolescence Research Projects Sponsored in FY '77: 85

Mission:

The mission of the National Institute of Neurological and Communicative Disorders and Stroke (NINCDS) is to further basic and applied research on neurological and communicative disorders and stroke during the adolescent period. Special research attention is devoted to treatment and rehabilitation of neurological and communicative disorders to enable affected adolescents to achieve fullest realization of their social and vocational potentials.

Priority has been given to the following issues: (1) neurologic developmental abnormalities (cerebral palsy, mental retardation, epilepsy, learning disorders and the neurologic aspects of autism); (2) communicative disorders; (3) degenerative, demyelinating, metabolic and nutritional disorders of the brain, nerves and muscles; (4) traumatic and vascular disorders which produce neurological disability; (5) viral and other infections of the nervous system; (6) cerebral neoplasms; and (7) neural prosthesis research.

Fiscal Year '77:

The major area of concern for this agency was supporting research on health services (41%) for adolescents with physical (86%) and neurological handicaps (65%). The projects focussed on physical disease (56%), handicapping conditions (54%) and physical characteristics (40%). Pharmacology (25%), cognitive development (36%), language development (21%) and research on tests and measures (26%) were areas of importance. Data were collected from laboratories (79%) and medical clinics (29%) with named measures (29.4%). The research was characterized by pretest-post-test designs (25%). Projects were funded largely through grants (61% - non-competitive 40%), and 41 percent were basic research projects, 52 percent, applied.

Plans for Fiscal Year '78:

In FY '78 NINCDS research will focus primarily on the areas of cognitive and physical development with some emphasis placed on language development, and physical and neurological diseases. Among the target populations will be the aurally and neurologically handicapped, the learning disabled, and autistic adolescents. Research again will have a strong biological emphasis utilizing longitudinal and observational techniques as well as academic achievement and intelligence testing.

TABLE 88

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Funding Mechanism		
Agreement	1	1.2
Competitive Contract	6	7.1
Grant	52	61.2
Competitive	13	15.3
Non-Competitive	34	40.0
Intramural	18	21.2
Research Purpose		
Basic	35	41.2
Applied	44	51.8
Development	18	21.2
Demonstration/Replication	7	8.2
Evaluation Research	5	5.9
Demonstration/Utilization	1	1.2

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 89

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
White	2	2.4
Black	2	2.4
Mixed Racial/Ethnic Groups	8	9.4
Other Ethnic Groups	3	3.5
No Ethnicity Information	79	92.9

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 90

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Middle Income	1	1.2
Mixed Economically	2	2.4
No Socioeconomic Status Information	82	96.5

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 91

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Children With Handicaps	74	87.1
Physical Handicap	73	85.9
Aurally Handicapped	13	15.3
Deaf	7	8.2
Neurological Handicap	55	64.7
Brain Damage	6	7.1
Cerebral Palsy	2	2.4
Orthopedic Handicap	2	2.4
Communicative Disorder	7	8.2
Intellectual Handicap	15	17.6
Mentally Retarded	8	9.4
Learning Disabled	6	7.1
Children at Risk	4	4.7
Physically Ill	11	12.9
Emotionally Ill	2	2.4
Academically Slow	1	1.2

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[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 92

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Physical Development	76	89.4
Motor Development	10	11.8
Sensory Process	20	23.5
Physical Characteristics	34	40.0
Handicapping Conditions	46	54.1
Physical Disease	48	56.5
Genetics	13	15.3
Pharmacology	21	24.7
Cognitive Development	31	36.5
Perception	19	22.4
Language Development	18	21.2
Cognitive Performance	13	15.3
Social-Emotional Development	9	10.6

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 93

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Day Care	1	1.2
Educational Services	3	3.5
Health Services	35	41.2
Preventive Health Care	2	2.4
Pre/Post-Natal Care	1	1.2

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 94

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Tests & Measures	22	25.9
Physical Test	16	18.8
Cognitive Test	4	4.7
Statistical Analysis	1	1.2

---

[a] Percentages of total adolescence research projects funded by NINCDS.

TABLE 95

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE)

Category	Projects	
	Count	Percent[a]
TOTAL	85	100.0%
Design		
Longitudinal Study	9	10.6
Pretest-Post-Test	21	24.7
Experimental Approach	11	12.9
Individual Case Study	2	2.4
Multidisciplinary	9	10.6
Cross Cultural Research	1	1.2
No Information on Project Design	54	63.5
Measures Used		
Observation	2	2.4
Interview	4	4.7
Questionnaire	5	5.9
Named Measure	25	29.4
Unnamed Measure	12	14.1
No Methods Information	50	58.8
Location of Data Collection		
Laboratory	67	78.8
Medical Clinic	25	29.4
Place of Research Not Available	6	7.1

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[a] Percentage of total adolescence research projects funded by NINCDS.

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM
Alcohol, Drug Abuse and Mental Health Administration, DHEW

FY '77 Funding of Adolescence Research: $2.5 million

Number of Adolescence Research Projects Sponsored in FY '77: 40

Mission:

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has two principal objectives: (1) to make treatment and rehabilitative services available to alcoholic people and problem drinkers by mobilizing existing resources at the Federal, state and local level and by developing a broad range of community alcoholism treatment and rehabilitative programs; (2) to pursue new methods for preventing the abuse and misuse of alcoholic beverages and the testing and evaluating of the effectiveness of these methods.

Within NIAAA there are three administrative units which fund projects affecting adolescents: The Office of Program Development and Analysis, the Division of Prevention, and the Extramural Research Branch (within the Division of Extramural Research). Each of these units has a distinct function in the enactment of portions of the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act (PL 91-616, as amended). The Office of Program Development and Analysis awards contracts for specific surveys to outside research organizations and then analyzes and reports upon these data. The Division of Prevention funds demonstration and evaluation projects conducted by non-profit institutions, and the Extramural Research Branch funds proposals--usually unsolicited from university-based researchers--in the normal pattern utilized within the other health institutes.

The Division of Prevention funds studies of the impact of a wide variety of factors--social, psychological, physical, economic, legal and educational--upon people's drinking patterns. The primary function of the Division has been the developing, testing and evaluating of practical methods of preventing or minimizing the problems related to the misuse of beverage alcohol. Youth is a primary focus. Prevention programs for youth attempt to create healthy attitudes, increase knowledge, and promote informed decision-making related to alcohol consumption.

The Extramural Research Branch supports psychosocial investigations in prevention involving areas of concern such as the typology of adolescent alcohol and other drug uses, maturational development and reform to study what may be predictive of the development and cessation of adolescent problem drinking, evaluation of intervention techniques for their potential contribution to prevention of future alcohol problems, alcohol consumption by minority adolescents, and what of family environmental and hereditary factors relate to alcohol abuse.

Fiscal Year '77:

The NIAAA funded research on health services (70%), alcohol abuse treatment (67%), and educational service programs (42%) for Native American (52%) adolescents. The agency focussed on alcohol and drug abusers (100% each), social problems (77%) such as alcohol abuse (77%). In order to investigate the causes of abuse, social-emotional development (65%), self perception (40%), and drug use attitudes (37%) were studied. Alcohol abuse (37%) as it relates to physical development (42%) was also researched. Most of these grants (87%) were funded non-competitively (65%). Much of the research was basic (30%) or demonstration/utilization (50%).

Plans for Fiscal Year '78:

In FY '78 the NIAAA will maintain its strong interest in the emotional aspects of multiple drug and alcohol use, and in the relation of drug and alcohol use to pregnancy outcomes and the lives of adolescent parents. Demographic characteristics of high agency interest include the target populations of Mexican-Americans, Native Americans and residents of Indian reservations. Family and neighborhood influences, special programs for drug education, and psychotherapy and counseling are areas of strong interest. In addition, research on methods of evaluation, observation, development of tests and longitudinal techniques is a major emphasis for the '78 fiscal year. Longitudinal and survey techniques are the research methods used most frequently while the major research foci are in the sociological, psychological and biological domains.

TABLE 96

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Funding Mechanism		
Competitive Contract	2	5.0
Sole Source Contract	3	7.5
Grant	35	87.5
Competitive	9	22.5
Non-Competitive	26	65.0
Research Purpose		
Basic	12	30.0
Applied	7	17.5
Development	2	5.0
Demonstration/Replication	1	2.5
Evaluation Research	1	2.5
Demonstration/Utilization	20	50.0

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 97

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
White	8	20.0
Black	8	20.0
Asian or Pacific Islander	4	10.0
Native American	21	52.5
Mixed Racial/Ethnic Groups	10	25.0
Other Ethnic Groups	5	12.5
No Ethnicity Information	11	27.5

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 98

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Lower Income	12	30.0
Middle Income	5	12.5
Mixed Economically	9	22.5
No Socioeconomic Status Information	23	57.5

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 99

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Children at Risk	1	2.5
Physically Ill	1	2.5
Emotionally Ill	8	20.0
Drug Users	40	100.0
Marijuana Users	1	2.5
Alcohol Users	40	100.0
Delinquent	2	5.0
School Dropouts	2	5.0
Abused/Neglected	1	2.5

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 100

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Physical Development	17	42.5
Alcohol Abuse	15	37.5
Cognitive Development	5	12.5
Social-Emotional Development	26	65.0
Self Perception	16	40.0
Cultural/Racial Identity	6	15.0
Interpersonal Relations	9	22.5
Attitude on Peer Group	6	15.0
Social Attitude	8	20.0
Attitude on Drug Use	15	37.5
Value Development	7	17.5
Emotional Development	16	40.0
Mental Health Status	4	10.0

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 101

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Economic Environment	3	7.5
Employment	3	7.5
Youth Participation	3	7.5
Neighborhood Environment	2	5.0
Geographic Location	2	5.0
Socio-Cultural Environment	14	35.0
Youth Culture	8	20.0
Ethnic/Racial Culture	9	22.5
Religious Affiliation	6	15.0
SES Status	6	15.0
Youth Participation	3	7.5
Social Problems	31	77.5
Alcohol Abuse	31	77.5
Drug Abuse	2	5.0

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 102

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Educational Services	17	42.5
Middle Grades	2	5.0
Junior High Grades	5	12.5
High School Grades	9	22.5
Higher Education	4	10.0
Health Services	28	70.0
Drug Abuse Treatment	3	7.5
Alcohol Abuse Treatment	27	67.5
Welfare Services	6	15.0
Employment Program	4	10.0
Emergency Services	2	5.0
Advocacy Services	3	7.5
Recreation Programs	2	5.0

---

[a] Percentages of total adolescence research projects funded by NIAAA.

TABLE 103

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM)

Category	Projects	
	Count	Percent[a]
TOTAL	40	100.0%
Design		
Longitudinal Study	5	12.5
Pretest-Post-Test	5	12.5
Survey	7	17.5
No Information on Project Design	23	57.5
Measures Used		
Observation	6	15.0
Interview	12	30.0
Questionnaire	15	37.5
Named Measure	7	17.5
Unnamed Measure	6	15.0
No Methods Information	16	40.0
Location of Data Collection		
Research in the Home	4	10.0
Classroom	10	25.0
Medical Clinic	14	35.0
Community Center	5	12.5
Place of Research Not Available	11	27.5

---

[a] Percentages of total adolescence research projects funded by NIAAA

NATIONAL INSTITUTE ON DRUG ABUSE

FY '77 Funding of Adolescence Research: $9.8 million

Number of Adolescence Research Projects Sponsored in FY '77: 137

Mission:

The research and development effort which affects adolescents stems from Sections 301 and 303 of the Public Health Service Act, and Sections 409, 410, and 223 of the Drug Abuse Offense Act (PL 92-255). Together, these pieces of legislation mandate the sponsorship of demonstration projects, pilot studies, basic research and program evaluation efforts. As a result, the mission of the National Institute on Drug Abuse is to support research and demonstration projects investigating the nature and extent of drug use problems, comparing various treatment methods, and improving the efficiency of treatment for the young drug user. In addition, prevention and education research is supported through the expansion of model treatment and intervention ideas.

Fiscal Year '77:

NIDA sponsored grants (93%) to provide research on health services (66%) and drug abuse treatment (63%) for adolescents who used drugs (99%). The research concentrated on the following areas: socio-emotional development (65%), attitude on drug use (45%), and physical development (34%). NIDA also focussed on socio-cultural environments (48%) and social problems (80%) including drug abuse (78%). Data was collected through the use of interviews (50%) and questionnaires (49%). The research funded can be categorized as applied (36%) or demonstration/utilization (28%).

Plans for Fiscal Year '78:

NIDA research in FY '78 will place a strong emphasis on innovative education within the schools through special programs for drug education. Included in the target population will be users of heroin and marijuana, and multiple drug users, but this year a special emphasis will be placed on PCP. In addition, a moderate effort will be given to alternatives to education in the form of work experience, and to psychotherapy and psychological counseling. Research on research methodology will receive strong interest with an emphasis on survey analysis and methods to improve comparability. Approaches and techniques utilized continue to be weighted toward survey analysis and longitudinal techniques.

TABLE 104

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Funding Mechanism		
Competitive Contract	3	2.2
Grant	127	92.7
Competitive	24	17.5
Non-Competitive	41	29.9
Research Purpose		
Basic	31	22.6
Applied	49	35.8
Development	18	13.1
Demonstration/Replication	13	9.5
Evaluation Research	10	7.3
Policy Research	1	.7
Demonstration/Utilization	38	27.7
Support & Utilization	3	2.2
Information Dissemination Systems	1	.7
Publication	1	.7

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 105

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
White	29	21.2
Mexican-American	10	7.3
Puerto-Rican	11	8.0
Black	33	24.1
Asian or Pacific Islander	2	1.5
Native American	12	8.8
Mixed Racial/Ethnic Groups	34	24.8
Other Ethnic Groups	2	1.5
No Ethnicity Information	62	45.3

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 106

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Lower Income	21	15.3
Middle Income	4	2.9
Mixed Economically	21	15.3
No Socioeconomic Information Available	98	71.5

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 107

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Children at Risk	22	16.1
Emotionally Ill	40	29.2
Drug Users	136	99.3
Heroin Users	25	18.2
Marijuana Users	10	7.3
Alcohol Users	37	27.0
Delinquent	9	6.6

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 108

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Physical Development	46	33.6
Alcohol Abuse	10	7.3
Drug Abuse	40	29.2
Cognitive Development	19	13.9
Cognitive Performance	13	9.5
Social-Emotional Development	89	65.0
Self Perception	33	24.1
Cultural/Racial Identity	10	7.3
Interpersonal Relations	18	13.1
Attitude on Peer Group	10	7.3
Attitude on Drug Use	62	45.3
Motivation	15	10.9
Emotional Development	40	29.2
Mental Health Status	18	13.1

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 109

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Socio-Cultural Environment	66	48.2
Ethnic/Racial Culture	21	15.3
Social Problems	109	79.6
Alcohol Abuse	31	22.6
Drug Abuse	107	78.1

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 110

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Educational Services	29	21.2
Health Services	90	65.7
Drug Abuse Treatment	87	63.5
Mental Health Services	21	15.3

---

[a] Percentages of total adolescence research projects funded by NIDA.

TABLE 111

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE ON DRUG ABUSE)

Category	Projects	
	Count	Percent[a]
TOTAL	137	100.0%
Design		
Longitudinal Study	34	24.8
Pretest-Post-Test	51	37.2
Experimental Approach	30	21.9
Survey	39	28.5
No Information on Project Design	40	29.2
Measures Used		
Observation	17	12.4
Interview	69	50.4
Questionnaire	67	48.9
Named Measure	46	33.6
Unnamed Measure	25	18.2
No Methods Information	31	22.6
Location of Data Collection		
Classroom	16	11.7
Medical Clinic	47	34.3
Community Center	15	10.9
Place of Research Not Available	53	38.7

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[a] Percentages of total adolescence research projects funded by NIDA.

NATIONAL CENTER FOR EDUCATION STATISTICS
Education Division, DHEW

FY '77 Funding of Adolescence Research: $8.8 million

Number of Adolescence Research Projects Sponsored in FY '77: 35

Mission:

The National Center for Education Statistics is the primary federal agency responsible for collecting and reporting statistics on the condition of American education, analyzing the meaning and significance of the statistics, and assisting State and local education agencies to improve and automate their statistical systems. The Education Amendments Act of 1976 also assigned the Center responsibility for: (1) coordinating data acquisition activities of the Education Division and the Office for Civil Rights in order to eliminate excessive detail and redundant information requests; (2) developing, implementing and operating a national vocational education data system (VEDS); and (3) conducting a continuing survey of the supply and demand for educational personnel.

NCES uses program funds primarily for contracts to collect and process data. In some cases contracts are also used to report and analyze data. NCES staff plan and design projects which are subsequently monitored for quality of performance and adherence to budget and schedule. Based on the legislative authority in section 406 (f) of the General Education Provisions Act, the Center has begun to provide statistical compilations and survey results to users on a cost reimbursement basis.

Fiscal Year '77:

NCES funds research on education services (94%) in junior high grades (23%), high school grades (31%) and in higher education (40%) through intramural research (31%) and competitive contracts (29%). Survey methods (86%) were utilized by NCES-funded projects as a research design, and the classroom was the major place for data collection. Research on data classification systems comprised 31% of NCES projects.

Plans for Fiscal Year '78:

The National Center for Education Statistics will collect data from a wide array of education issues, particularly bilingual education.

NCES will utilize questionnaires in its data collection activities and will emphasize research on interviews and questionnaires. Operation systems analysis and statistical analysis will also be utilized in the coming year. Moderate interest will be directed toward the area of physical handicaps.

TABLE 112

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL CENTER FOR EDUCATION STATISTICS)

Category	Projects	
	Count	Percent[a]
TOTAL	35	100.0%
Funding Mechanism		
Competitive Contract	10	28.6
8-A Minority Contract	1	2.9
Sole Source Contract	4	11.4
Grant	1	2.9
Intramural	11	31.4
Research Purpose		
Basic	4	11.4
Applied	10	28.6
Development	2	5.7
Demonstration Replication	8	22.9
Policy Research	1	2.9
Support & Utilization	2	5.7
Information Dissemination Systems	1	2.9

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[a] Percentages of total adolescence research projects funded by NCES.

TABLE 113

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL CENTER FOR EDUCATION STATISTICS)

Category	Projects	
	Count	Percent[a]
TOTAL	35	100.0%
White	4	11.4
Black	5	14.3
Asian or Pacific Islander	2	5.7
Native American	2	5.7
Mixed Racial/Ethnic Groups	6	17.1
No Ethnicity Information	29	82.9

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[a] Percentages of total adolescence research projects funded by NCES.

TABLE 114

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL CENTER FOR EDUCATION STATISTICS)

Category	Projects	
	Count	Percent[a]
TOTAL	35	100.0%
Educational Services	33	94.3
Middle Grades	3	8.6
Junior High Grades	8	22.9
High School Grades	11	31.4
Higher Education	14	40.0
Adult Basic Education	6	17.1

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[a] Percentages of total adolescence research projects funded by NCES.

TABLE 115

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL CENTER FOR EDUCATION STATISTICS)

Category	Projects	
	Count	Percent[a]
TOTAL	35	100.0%
Design		
Survey	30	85.7
No Information on Project Design	5	14.3
Measures Used		
Questionnaire	8	22.9
No Methods Information	27	77.1
Location of Data Collection		
Classroom	17	48.6
Place of Research Not Available	17	48.6

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[a] Percentages of total adolescence research projects funded by NCES.

TABLE 116

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL CENTER ON EDUCATION STATISTICS)

Category	Projects	
	Count	Percent[a]
TOTAL	35	100.0%
Data Classification	11	31.4
Statistical Analysis	4	11.4

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[a] Percentages of total adolescence research projects funded by NCES.

NATIONAL INSTITUTE OF EDUCATION
Department of Health, Education and Welfare

FY '77 Funding of Adolescence Research Projects: $42.3 million

Number of Adolescence Research Projects Sponsored in FY '77: 406

Mission:

The National Institute of Education has been mandated by Congress to conduct, collect, and disseminate educational research, to train educational researchers, and to assist in effecting these tasks through sponsorship of grants, contracts, and technical assistance. The NIE has, as its goal, the amelioration of the problems of American children through education, the advancement of the practice of education as an art, as a science, as a profession, and the strengthening of the scientific foundations of education through the construction of an effective research and development system.

Research in adolescence is undertaken primarily insofar as it relates to the following priority, goal-oriented activities: (1) Improving dissemination and application of the results of educational research and development, and building an effective R & D system; (2) Improving school's abilities to provide equal educational opportunity for populations whose opportunities have been limited because of their racial, ethnic, or language background, sex, or socioeconomic status; (3) Improving the ability of the education system to prepare youths and adults for entering and progressing in careers; (4) Improving the capability of schools and school systems to diagnose their own problems and design solutions; (5) Improving student performance in such essential skills as reading and mathematics; and (6) Improving the ability of educational institutions to provide high quality education under conditions of declining enrollment, rising costs, and increased competition for funds.

Fiscal Year '77:

NIE provided funds through grants (41%, 30% competitive), competitive contracts (27%) and sole source contracts (31%) largely to applied research projects (39%), and support and utilization projects (23%). These projects provided research on educational services (85%) and cognitive developmental processes (25%). Survey research (23%) was used as were interviews (22%).

NOTE. The mission statement shown above was taken from the annual report published in February 1977, since a revised statement could not be obtained at the time this report was being prepared. Therefore, this statement may not present the most accurate description of the current NIE mission in research on adolescence.

TABLE 117

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Funding Mechanism		
Competitive Contract	108	26.6
8-A Minority Contract	5	1.2
Sole Source Contract	125	30.8
Grant	166	40.9
Competitive	120	29.6
Non-Competitive	42	10.3
Research Purpose		
Basic	59	14.5
Applied	160	39.4
Development	69	17.0
Demonstration/Replication	45	11.1
Evaluation Research	29	7.1
Policy Research	48	11.8
Demonstration/Utilization	7	1.7
Support & Utilization	92	22.7
Information Dissemination Systems	36	8.9
Conference	15	3.7
Publication	17	4.2

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[a] Percentages of total adolescence research projects funded by NIE.

TABLE 118

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
White	44	10.8
Mexican-American	7	1.7
Puerto-Rican	1	.2
Black	40	9.9
Asian or Pacific Islander	5	1.2
Native American	17	4.2
Mixed Racial/Ethnic Groups	62	15.3
Other Ethnic Groups	6	1.5
No Ethnicity Information	328	80.8

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[a] Percentages of total adolescence research projects funded by NIE.

TABLE 119

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Lower Income	20	4.9
Middle Income	4	1.0
Mixed Economically	32	7.9
No Socioeconomic Status Information	361	88.9

---

[a] Percentages of total adolescence research projects funded by NIE.

TABLE 120

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Cognitive Development	103	25.4
Cognitive Performance	66	16.3
Cognitive Factors Related to Education	70	17.2
Social-Emotional Development	78	19.2

---

[a] Percentages of total adolescence research projects funded by NIE.

TABLE 121

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Educational Services	339	83.5
Middle Grades	81	20.0
Junior High Grades	79	19.5
High School Grades	82	20.2

---

[a] Percentages of total adolescence research projects funded by NIE.

TABLE 122

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Data Classification	43	10.6
Tests & Measures	39	9.6
Research Methods Related to Education	53	13.1

---

[a] Percentages of total adolescence research projects funded by NIE.

TABLE 123

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (NATIONAL INSTITUTE OF EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	406	100.0%
Data Classification	43	10.6
Tests & Measures	39	9.6
Physical Test	1	.2
Cognitive Test	25	6.2
Affective Test	10	2.5
Statistical Analysis	16	3.9
Research Bias	3	.7
Effect of Setting	1	.2
Research Methods Related to Education	53	13.1

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[a] Percentages of total adolescence research projects funded by NIE.

U.S. OFFICE OF EDUCATION
Department of Health, Education and Welfare

FY '77 Funding of Adolescence Research: $176.8 million

Number of Adolescence Research Projects Sponsored in FY '77: 1,769

Mission:

The Office of Education's functions are to collect facts and statistics to show the condition and progress of education, to diffuse information to aid in the establishment and maintenance of efficient school systems and otherwise to promote the cause of education. Related functions delegated to OE include the responsibility for Federal financial assistance to education and for special studies and programs. This report will describe nine sections of OE which engage in development, demonstration and evaluation activities affecting youth: the Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education, the Office of Planning, Budgeting and Evaluation, the Right-to-Read Effort, the Office of Career Education, the Division of International Education, and the Office of Bilingual Education.

Fiscal Year '77:

The Office of Education supported more than half of the adolescence projects in the Interagency Research Information System. Seventy-eight percent of the projects supported by the Office of Education were funded through competitive grants. Fifty-four percent were demonstration/utilization projects. Educational services were the focus of 97.6 percent of the Office of Education's projects; curriculum was the focus of 91.6 percent. Forty-one percent of Office of Education funded projects included research on cognitive development while 43 percent involved research on social-emotional development. A pretest-post-test research design characterized 58 percent of the OE projects while data was collected in the classroom in 70 percent of the projects.

BUREAU OF EDUCATION FOR THE HANDICAPPED
U. S. Office Education, DHEW

FY '77 Funding of Adolescence Research: $31 million

Number of Adolescence Research Projects Sponsored in FY '77: 247

Mission:

The mission of the Bureau of Education for the Handicapped is to insure that all handicapped children and youth receive appropriate educational services to enable them to develop their fullest potential and reduce their degree of dependency. Research emphasis is placed on: (1) developing and demonstrating career education models relevant to both the job market and the abilities and aspirations of handicapped youth; (2) developing personnel training methods; and (3) investigating how the most severely handicapped youth can become as independent as possible by providing increased opportunities for self-development.

Fiscal Year '77:

BEH researched cognitive (42%) and socioemotional development (29%) in adolescents with intellectual (45%) and physical (34%) handicaps, learning disabilities (29%), gifts or talents (23%) and mental retardation (21%). BEH funded grants (79%), particularly competitive grants (69%), that provided educational services (90%) and special education (84%) programs in the classroom (57%). Most of those grants had applied (58%) research purposes. BEH funded demonstration/utilization projects (31%), demonstration/replication projects (30%) and development projects (23%).

Plans for Fiscal Year '78:

The Bureau of Education for the Handicapped shall continue to give top priority to educational programs that serve adolescents with physical, aural, visual, neurological, orthopedic and communicative handicaps, and with emotional handicaps like autism and schizophrenia. In the coming fiscal year BEH will focus on language development, thought processes, perception and attention, equipment (including prosthetics and orthotics) and career education. Intelligence tests and academic achievement are utilized to assess the impact that handicap interventions have upon the target populations. Socioemotional development, attitudes, behavior, and hyperkinetic and bilingual populations are areas of moderate interest. Secondary emphasis shall be directed toward research on the following research methodologies: test development, program evaluation, observation, research design, survey and statistical techniques, longitudinal research, interviews, questionnaires and methods to improve comparability. Observation, interviews, sociological and psychological emphases as research techniques are of medium priority. Locus of control, interview, survey analysis, longitudinal techniques and historical, biological and anthropological emphases as research techniques rank lowest of BEH priorities.

TABLE 124

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Funding Mechanism		
Competitive Contract	44	17.8
Sole Source Contract	2	.8
Grant	196	79.4
Competitive	170	68.8
Non-Competitive	11	4.5
Research Purpose		
Basic	15	6.1
Applied	144	58.3
Development	57	23.1
Demonstration/Replication	73	29.6
Evaluation Research	2	.8
Policy Research	5	2.0
Demonstration/Utilization	76	30.8
Support & Utilization	5	2.0
Information Dissemination Systems	1	.4
Conference	1	.4

---

[a] Percentages of total adolescence research projects funded by BEH.

TABLE 125

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Children with Handicap	189	76.5
Physical Handicap	83	33.6
Aurally Handicapped	32	13.0
Deaf	16	6.5
Visually Handicapped	24	9.7
Neurological Handicap	15	6.1
Orthopedic Handicap	15	6.1
Communicative Disorder	18	7.3
Multihandicapped	19	7.7
Intellectual Handicap	111	44.9
Mentally Retarded	51	20.6
Educable Mentally Retarded	22	8.9
Trainable Mentally Retarded	14	5.7
Learning Disabled	71	28.7
Emotionally Ill	27	10.9
Gifted	57	23.1

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[a] Percentages of total adolescence research projects funded by BEH.

TABLE 126

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Physical Development	55	22.3
Handicapping Conditions	31	12.6
Physical Factors Related to Education	24	9.7
Cognitive Development	103	41.7
Perception	19	7.7
Problem Solving	20	8.1
Language Development	36	14.6
Cognitive Performance	44	17.8
Intellectual Handicaps	32	13.0
Social-Emotional Development	72	29.1
Self Perception	35	14.2
Interpersonal Relations	29	11.7

---

[a] Percentages of total adolescence research projects funded by BEH.

TABLE 127

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Educational Services	222	89.9
Special Education	207	83.8
Middle Grades	55	22.3
Junior High Grades	54	21.9
High School Grades	44	17.8

---

[a] Percentages of total adolescence research projects funded by BEH.

TABLE 128

RESEARCH ON CURRICULUM FOR ADOLESCENTS (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Math Curriculum	31	12.6
Language Curriculum	46	18.6
Reading Curriculum	23	9.3
Vocational Education Curriculum	29	11.7
Career Education Curriculum	26	10.5

---

[a] Percentages of total adolescence research projects funded by BEH.

TABLE 129

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENTS (BUREAU OF EDUCATION FOR THE HANDICAPPED)

Category	Projects	
	Count	Percent[a]
TOTAL	247	100.0%
Design		
Longitudinal Study	9	3.6
Pretest-Post-Test	88	35.6
Experimental Approach	30	12.1
Individual Case Study	2	.8
Multidisciplinary	13	5.3
Survey	22	8.9
No Information on Project Design	144	58.3
Measures Used		
Observation	51	20.6
Interview	36	14.6
Questionnaire	52	21.1
Named Measure	99	40.1
Unnamed Measure	79	32.0
No Methods Information	83	33.6
Location of Data Collection		
Research in the Home	8	3.2
Laboratory	5	2.0
Classroom	140	56.7
Group Care Facility	8	3.2
Medical Clinic	10	4.0
Community Center	3	1.2
Residential Institution	4	1.6
Place of Research Not Available	84	34.0

[a] Percentages of total adolescence research projects funded by BEH.

BUREAU OF ELEMENTARY AND SECONDARY EDUCATION
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $8.1 million

Number of Adolescence Research Projects Active in FY '77: 58

Mission:

The Bureau of Elementary and Secondary Education formulates policy for, directs, and coordinates the activities and elements of the Office of Education which deal with preschool, elementary and secondary education. For the purposes of this report, six divisions are relevant: (1) The Office of Environmental Education supports the development, demonstration, and dissemination of multidisciplinary, problem-oriented environmental education programs. (2) The Division of Educational Technology supports the effective employment of technology for improvement of education instruction and delivery of programs and services and supports the development of educational television and radio programming for children and for the training of parents. (3) The Division of Follow Through supports demonstration projects which provide comprehensive services--education, nutrition, health care, and social and psychological services--designed to sustain and supplement in the primary grades the gains made by low-income children who participated in a Head Start or comparable preschool program. (4) State and Local Educational Programs strives to improve the educational services provided to students enrolled in the nation's elementary and secondary schools. These programs provide assistance to state and local education agencies through legislative resources (authorized by 15 legislative acts) and the tools developed to meet the special needs of various education agencies. (5) The Office of Drug Education, Nutrition and Health Programs sponsors training teams for drug education and technical assistance. Other major emphases include the delivery of education and other services (i.e., school lunches, nutrition supplements and health services). (6) The Office of Libraries and Learning Resources has a mandate to effect better coordination and utilization of the nation's libraries and instructional resources to enhance learning and improve information services for children, college students and adults.

Fiscal Year '77:

The BESE projects for FY '77 included research on education services (98%) and environment curriculum (60%) for high school (65%), junior high (47%) and middle grades (31%). Fifty-two percent of the data were collected in classrooms and 21 percent had a pretest-post-test design. Twenty-one percent of BESE research involved social-emotional development. Most of these projects were funded through grants (90%, 83% competitive) and had applied (69%), development (59%) or demonstration/utilization (26%) purposes.

TABLE 130

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Funding Mechanism		
Competitive Contract	3	5.2
Sole Source Contract	3	5.2
Grant	52	89.7
Competitive	48	82.8
Research Purpose		
Applied	40	69.0
Development	34	58.6
Demonstration/Replication	5	8.6
Demonstration/Utilization	15	25.9
Support & Utilization	3	5.2

---

[a] Percentages of total adolescence research projects funded by BESE.

TABLE 131

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
White	3	5.2
Black	6	10.3
Native American	2	3.4
Mixed Racial/Ethnic Groups	9	15.5
No Ethnicity Information	44	75.9

TABLE 132

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Lower Income	10	17.2
Middle Income	2	3.4
Mixed Economically	8	13.8
No Socioeconomic Status Information	44	75.9

TABLE 133

RESEARCH ON CURRICULUM FOR ADOLESCENTS (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Language Curriculum	6	10.3
Environment Curriculum	35	60.3

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[a] Percentages of total adolescence research projects funded by BESE.

TABLE 134

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Cognitive Development	10	17.2
Cognitive Performance	6	10.3
Social-Emotional Development	12	20.7
Self Perception	6	10.3
Socio-Emotional Factors Related to Education	6	10.3

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[a] Percentages of total adolescence research projects funded by BESE.

TABLE 135

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Educational Services	57	98.3
Middle Grades	18	31.0
Junior High Grades	27	46.6
High School Grades	38	65.5

---

[a] Percentages of total adolescence research projects funded by BESE.

TABLE 136

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (BUREAU OF ELEMENTARY AND SECONDARY EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	58	100.0%
Design		
Longitudinal Study	1	1.7
Pretest-Post-Test	12	20.7
Experimental Approach	1	1.7
Multidisciplinary	3	5.2
Survey	4	6.9
Cross Cultural Research	1	1.7
No Information on Project Design	39	67.2
Measures Used		
Interview	3	5.2
Questionnaire	10	17.2
Named Measure	6	10.3
Unnamed Measure	22	37.9
No Methods Information	26	44.8
Location of Data Collection		
Research in the Home	4	6.9
Laboratory	1	1.7
Classroom	30	51.7
Community Center	2	3.4
Place of Research Not Available	23	39.7

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[a] Percentages of total adolescence research projects funded by BESE.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $16.5 million

Number of Adolescence Research Projects Sponsored in FY '77: 358

Mission:

Section 131(a) of Part C of the Vocational Educational Amendments of 1968 (P.L. 90-576) authorizes funds for research in vocational education. The Commissioner of Education is authorized to allocate 50 percent of the research and training under Part C directly to profit and to non-profit agencies and institutions. The law authorizes funds to do research in vocational education, to sponsor training programs designed to familiarize participants with vocational education research, to establish experimental, demonstration, developmental and pilot projects, to develop new vocational education curricula and to identify opportunities requiring less than professional training in such fields as mental and physical health, crime prevention and correction, child care, and recreation.

Agency research priorities include the following goals: (1) to improve equal access and opportunity to vocational education for all students; (2) to eliminate sex role stereotyping and sex bias in vocational education programs; (3) to improve education and work programs; (4) to improve vocational education at the adult and post-secondary levels; and (5) to improve curriculum management and instructional materials in vocational education.

Fiscal Year '77:

BOAE has emphasized educational services (99%), vocational education curriculum (61%) and career education (30%) for adolescents in high school (55%), junior high (35%), higher education (33%) and the middle grades (21%). BOAE research projects also involved social-emotional development (42%), particularly work attitudes (27%) and motivation (24%). They were characterized by the pretest-post-test design (42%). Unnamed measures (37%), questionnaires (27%) and named measures (21%) were used to collect data in the classroom (50%).

Plans for Fiscal Year '78:

The Bureau of Occupational and Adult Education shall provide vocational education services to the intellectually handicapped, bilingual, dropout and adolescent parent populations. Poor or disadvantaged, urban, reservation and rural populations are also serviced. Schools without walls, work experience, voluntary service alternatives to schools, in-school vocational education, on-the-job training, career orientation and guidance counseling are the most important issues in BOAE.

Medium emphasis will be placed on physically handicapped, racial/ethnic adolescents who live outside the United States or who have migrant characteristics. Decision-making skills, open classrooms, attitudes, behavior, neighborhood influences, desegregation, and institutional barriers are also of limited interest. Research on test development, program evaluation methods and methods to improve comparability and approaches like academic achievement testing, observation and interview techniques, survey analysis and longitudinal methods are all of moderate priority.

A low level of interest shall be expressed in emotional handicaps, drug use, educational equipment, intelligence tests, self-concept approaches and sociological or psychological emphases.

TABLE 137

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
Funding Mechanism		
Competitive Contract	8	2.2
Sole Source Contract	7	2.0
Grant	341	95.3
Competitive	229	64.0
Non-Competitive	105	29.3
Research Purpose		
Basic	1	.3
Applied	183	51.1
Development	126	35.2
Demonstration/Replication	28	7.8
Evaluation Research	10	2.8
Policy Research	13	3.6
Demonstration/Utilization	124	34.6
Support & Utilization	23	6.4
Information Dissemination Systems	4	1.1
Conference	3	.8

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[a] Percentages of total adolescence research projects funded by BOAE.

TABLE 138

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
White	19	5.3
Black	19	5.3
Mixed Racial/Ethnic Groups	50	14.0
No Ethnicity Information	281	78.5

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[a] Percentages of total adolescence research projects funded by BOAE.

TABLE 139

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
Cognitive Development	56	15.6
Social-Emotional Development	149	41.6
Attitude on Work	96	26.8
Motivation	86	24.0

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[a] Percentages of total adolescence research projects funded by BOAE.

TABLE 140

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
Educational Services	354	98.9
Middle Grades	74	20.7
Junior High Grades	126	35.2
High School Grades	196	54.7
Higher Education	120	33.5

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[a] Percentages of total adolescence research projects funded by BOAE.

TABLE 141

RESEARCH ON CURRICULUM FOR ADOLESCENTS (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
Mathematics Curriculum	38	10.6
Vocational Education Curriculum	220	61.5
Career Education Curriculum	106	29.6
Consumers Education Curriculum	39	10.9
Metric Education Curriculum	81	22.6

---

[a] Percentages of total adolescence research projects funded by BOAE.

TABLE 142

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (BUREAU OF OCCUPATIONAL AND ADULT EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	358	100.0%
Design		
Pretest-Post-Test	149	41.6
Experimental Approach	54	15.1
Survey	69	19.3
No Information on Project Design	155	43.3
Measures Used		
Interview	49	13.7
Questionnaire	96	26.8
Named Measure	75	20.9
Unnamed Measure	134	37.4
No Methods Information	127	35.5
Location of Data Collection		
Classroom	180	50.3
Place of Employment	60	16.8
Place of Research Not Available	159	44.4

---

[a] Percentages of total adolescence research projects funded by BOAE.

DIVISION OF INTERNATIONAL EDUCATION
U.S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $1.4 million

Number of Adolescence Research Projects Sponsored in FY '77: 65

Mission:

The Division of International Education of the U.S. Office of Education plans and administers a variety of training, institutional development, and research programs and services to expand and improve the international dimensions of American education. While each program has its specific focus, the emphasis in most programs is on foreign language and area studies and the non-Western world. The DIE also administers ethnic heritage studies programs, which seek to develop intercultural understanding within this country, and provides a variety of staff services in the field of international education. The Ethnic Heritage Studies program provides grants to non-profit private and public educational agencies, institutions, or organizations to assist individuals in understanding their own heritage and the heritages of other groups, through curriculum materials development or dissemination, teacher training, and community activities.

Fiscal Year '77:

The Division of International Education through competitive grants (100%) funded development projects (88%) for mixed racial/ethnic groups (34%). All projects provided educational services for adolescents in high school (40%), junior high (37%) and middle grades (25%), primarily in cultural awareness curricula (91%). Questionnaires were used in many projects (26%) to collect data in classrooms (20%).

Plans for Fiscal Year '78:

The Division of International Education shall continue to develop programs that encourage cross-cultural appreciation within the United States, and to provide staff services to international education programs. In the coming fiscal year, the Division of International Education shall emphasize neighborhood environments as they relate to ethnic heritage.

TABLE 143

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (DIVISION OF INTERNATIONAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	65	100.0%
Funding Mechanism		
Grant	65	100.0
Competitive	65	100.0
Research Purpose		
Applied	59	90.8
Development	57	87.7

TABLE 144

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (DIVISION OF INTERNATIONAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	65	100.0%
Black	9	13.8
Asian or Pacific Islander	8	12.3
Native American	11	16.9
Mixed Racial/Ethnic Groups	22	33.8
Other Ethnic Groups	7	10.8
No Ethnicity Information	12	18.5

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[a] Percentages of total adolescence research projects funded by Div. of International Ed.

TABLE 145

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (DIVISION OF INTERNATIONAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	65	100.0%
Educational Services	65	100.0
Middle Grades	16	24.6
Junior High Grades	24	36.9
High School Grades	26	40.0
Higher Education	6	9.2

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[a] Percentages of total adolescence research projects funded by Div. of International Ed.

TABLE 146

RESEARCH ON CURRICULUM FOR ADOLESCENTS (DIVISION OF INTERNATIONAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	65	100.0%
Social Studies Curriculum	7	10.8
Culture Awareness Curriculum	59	90.8

---

[a] Percentages of total adolescence research projects funded by Div. of International Ed.

TABLE 147

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (DIVISION OF INTERNATIONAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	65	100.0%
Design		
Pretest-Post-Test	12	18.5
Multidisciplinary	1	1.5
Survey	4	6.2
Cross Cultural Research	5	7.7
No Information on Project Design	45	69.2
Measures Used		
Observation	1	1.5
Interview	6	9.2
Questionnaire	17	26.2
Named Measure	1	1.5
Unnamed Measure	12	18.5
No Methods Information	35	53.8
Location of Data Collection		
Classroom	13	20.0
Community Center	1	1.5
Place of Research Not Available	52	80.0

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[a] Percentages of total adolescence research projects funded by Div. of International Ed.

OFFICE OF BILINGUAL EDUCATION
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $68.3 million

Number of Adolescence Research Projects Sponsored in FY '77: 388

Mission:

The Office of Bilingual Education, funded under Title VII, develops and operates bilingual programs aimed at meeting the special educational needs of adolescents who come from environments where the dominant language is not English and who have limited English-speaking ability. Children speaking Indo-European, Asian-Pacific, native American, and Eskimo languages are served. Curriculum development, staff training and parent and community involvement are important aspects of the Office's projects.

The grants funded under ESEA Title VII for bilingual education are to be used to provide equal education opportunities through basic educational programs at the elementary and secondary school levels for students and training programs for teachers. The office operates a network of centers which develop, disseminate and field test curriculum materials for use in the classroom.

Fiscal Year '77:

The Office of Bilingual Education, in the past fiscal year, sponsored grants (100%-competitive 97%) that provided educational services (99%) to Mexican-American (27%) and mixed racial/ethnic (19%) adolescents from low income backgrounds (42%) in middle grades (75%), junior high (59%) and high school (37%). Self perception (56%), cognitive performance (47%) and language development (45%) were studied in research characterized by pretest-post-test research designs (85%). Named (83%) and unnamed (21%) measures were used to collect data from classrooms (97%). Most of these projects were classified as demonstration/utilization programs (97%). Curricula of interest were: language (97%), reading (91%), culture awareness (86%), mathematics (81%), social studies (73%), and science (48%).

TABLE 148

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Funding Mechanism		
Grant	388	100.0
Competitive	376	96.9
Non-Competitive	1	.3
Research Purpose		
Applied	9	2.3
Development	9	2.3
Demonstration/Utilization	375	96.6
Support & Utilization	3	.8
Information Dissemination Systems	3	.8

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 149

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Mexican-American	106	27.3
Puerto-Rican	48	12.4
Asian or Pacific Islander	42	10.8
Native American	49	12.6
Mixed Racial/Ethnic Groups	72	18.6
Other Ethnic Groups	74	19.1
No Ethnicity Information	3	.8

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 150

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Lower Income	162	41.8
Mixed Economically	21	5.4
No Socioeconomic Status Information	216	55.7

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 151

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Cognitive Development	262	67.5
Language Development	174	44.8
Cognitive Performance	181	46.6
Cognitive Factors Related to Education	78	20.1
Social-Emotional Development	219	56.4
Self Perception	216	55.7
Cultural/Racial Identity	86	22.2
Socio-Emotional Factors Related to Education	48	12.4

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 152

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Educational Services	386	99.5
Middle Grades	293	75.5
Junior High Grades	229	59.0
High School Grades	145	37.4

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 153

RESEARCH ON CURRICULUM FOR ADOLESCENTS (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Mathematics Curriculum	314	80.9
Social Studies Curriculum	283	72.9
Language Curriculum	376	96.9
Reading Curriculum	355	91.5
Fine Arts Curriculum	74	19.1
Culture Awareness Curriculum	333	85.8
Science Curriculum	188	48.5
Physical Education Curriculum	40	10.3

---

[a] Percentages of total adolescence research projects funded by OBE.

TABLE 154

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (OFFICE OF BILINGUAL EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	388	100.0%
Design		
Longitudinal Study	9	2.3
Pretest-Post-Test	335	86.3
Experimental Approach	14	3.6
Survey	21	5.4
No Information on Project Design	45	11.6
Measures Used		
Observation	30	7.7
Interview	36	9.3
Questionnaire	71	18.3
Named Measure	324	83.5
Unnamed Measure	83	21.4
No Methods Information	23	5.9
Location of Data Collection		
Research in the Home	1	.3
Classroom	376	96.9
Place of Research Not Available	12	3.1

---

[a] Percentages of total adolescence research projects funded by OBE.

OFFICE OF CAREER EDUCATION
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $8.4 million

Number of Adolescence Research Projects Sponsored in FY '77: 147

Mission

In Section 406 of the Educational Amendments Act of 1974 (PL 93-380), the USOE is called upon to support exemplary models and programs of career education; this is now being accomplished through the Office of Career Education. The Office provides grants for nonprofit-making corporations, universities and colleges, and state or local authorities to develop career awareness curriculum for primary school children and career experiences for adolescents. For adolescents, OCE's mission involves three levels: (1) orientation--such as spending three days in a bank; (2) exploration--such as working part-time in a hospital; and (3) training for a job on-the-job.

Fiscal Year '77:

Educational services (97%) were provided for handicapped (52%) and educationally disadvantaged (37%) adolescents in high school (76%), junior high (69%) and middle grades (63%). OCE also focussed on motivation (60%), attitudes towards work (31%), and self-perception (20%). Surveys (43%) or pretest-post-test (33%) research designs characterized the funded research, and unnamed (52%) and named (24%) measures, and questionnaires (35%) were techniques used to collect data from classrooms (70%). The largely applied (66%) research projects and demonstration/utilization projects (26%) were funded as grants (44%; 42% competitive).

TABLE 155

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Funding Mechanism		
Competitive Contract	11	7.5
Grant	65	44.2
Competitive	62	42.2
Research Purpose		
Applied	97	66.0
Development	60	40.8
Demonstration Replication	27	18.4
Evaluation Research	1	.7
Policy Research	7	4.8
Demonstration Utilization	38	25.9
Support & Utilization	3	2.0
Information Dissemination Systems	1	.7

---

[a] Percentages of total adolescence research projects funded by OCE.

TABLE 156

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
White	29	19.7
Black	29	19.7
Mixed Racial/Ethnic Groups	45	30.6
No Ethnicity Information	100	68.0

---

[a] Percentages of total adolescence research projects funded by OCE.

TABLE 157

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Lower Income	19	12.9
Mixed Economically	37	25.2
No Socioeconomic Status Information	106	72.1

---

[a] Percentages of total adolescence research projects funded by OCE.

226

TABLE 158

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Children with Handicap	76	51.7
Gifted	21	14.3
Educationally Disadvantaged	54	36.7

---

[a] Percentages of total adolescence research projects funded by OCE.

TABLE 159

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Cognitive Development	30	20.4
Problem Solving	18	12.2
Social-Emotional Development	109	74.1
Self Perception	30	20.4
Attitude on Work	46	31.3
Motivation	89	60.5

---

[a] Percentages of total adolescence research projects funded by OCE.

TABLE 160

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Educational Services	143	97.3
Middle Grades	93	63.3
Junior High Grades	101	68.7
High School Grades	112	76.2
Higher Education	29	19.7

---

[a] Percentages of total adolescence research projects funded by OCE.

TABLE 161

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (OFFICE OF CAREER EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	147	100.0%
Design		
Pretest-Post-Test	49	33.3
Experimental Approach	12	8.2
Individual Case Study	1	.7
Multidisciplinary	1	.7
Survey	64	43.5
No Information on Project Design	43	29.3
Measures Used		
Observation	15	10.2
Interview	24	16.3
Questionnaire	52	35.4
Named Measure	35	23.8
Unnamed Measure	76	51.7
No Methods Information	34	23.1
Location of Data Collection		
Research in the Home	1	.7
Laboratory	1	.7
Classroom	103	70.1
Medical Clinic	1	.7
Community Center	1	.7
Place of Employment	10	6.8
Residential Institution	1	.7
Place of Research Not Available	42	28.6

[a] Percentage of total adolescence research projects funded by OCE.

OFFICE OF INDIAN EDUCATION
U.S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $14.6 million

Number of Adolescence Research Projects Sponsored in FY '77: 188

Mission

The mission of the Office of Indian Education is to improve the quality of public education for Indian children. The OIE serves Native Americans through the efforts of Title I (Compensatory Education), Title III (Supplementary Services) or Title VII (Bilingual Education) of the Elementary and Secondary Education Act of 1965, and three additional pieces of legislation: P.L. 93-638 (The Indian Self-Determination Act), P.L. 93-580 (authorizing the study of Indian affairs), and P.L. 92-318 (The Indian Education Act). This latter act established the Office of Indian Education and a National Advisory Council of Indian Education to help recommend policy to Congress and the Commissioner of Education. Within Part B of the Indian Education Act the OIE is authorized to issue discretionary grants to tribes and Native American organizations and to state and local educational agencies. These agencies encourage projects which are designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, such as bilingual/bicultural educational programs and special programs to ameliorate the health, social, and psychological problems of Indian children. The OIE has also been authorized, through Part A of the Act, to sponsor special educational project assistance to any school in the U.S. with more than 10 Indian children.

Fiscal Year 1977:

Through competitive grants (90%) OIE sponsored research on Native American school dropouts (48%) and on bilingual adolescents (32%). These projects involved individualized education (49%), tutorial education (42%), bilingual education (28%), cultural awareness curriculum (79%), language curriculum (70%), reading curriculum (55%), mathematics curriculum (53%), social studies curriculum (37%), vocational education and career education curricula (both 28%), and fine arts and science curricula (both 23%) at the high school level (47%), the junior high level and middle grade level (both 44%), at higher educational levels (36%), and in adult basic education (33%). Sixty-nine percent of OIE research involved aspects of social emotional development such as self perception (61%), cultural/racial identity (27%), attitude on school (22%), and motivation (21%). Cognitive development (51%) was included in just over half of OIE's research, in particular language development (33%) and cognitive performance (26%). Pretest-post-test designs were used in 63 percent of the research. Named (41%) and unnamed (39%) measures and questionnaires were used to collect data, largely from classrooms (64%) and community centers (23%). OIE's research was characterized by demonstration/utilization (74%) and applied (21%) projects.

Plans for Fiscal Year '78:

The Office of Indian Education will continue to provide intervention services to Native Americans located in rural and reservation areas who are bilingual, academically slow or dropouts. OIE will also service, to a lesser degree, special populations such as the physically handicapped, the retarded, the learning disabled, the drug user, the hyperkinetic and the abused or neglected adolescent. The agency will also focus on language development, thought processes, reading curriculum, family structure and its functions, physical and social environments, institutional barriers that hinder educational success and research on program evaluation methods. Medium interest will be exhibited in perception/attention, personality and emotional development, attitudes, decision-making skills, behavior, in-school vocational education, on-the-job training, career orientation, guidance counseling and middle class populations. Low priority will be given to migrant groups, emotional handicaps, body growth and physical disease, mass media and TV influences, open classrooms and equipment, alternatives to school and development of tests.

TABLE 162

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Funding Mechanism		
Grant	188	100.0
Competitive	170	90.4
Research Purpose		
Applied	40	21.3
Development	18	9.6
Demonstration/Replication	20	10.6
Evaluation Research	1	.5
Policy Research	2	1.1
Demonstration/Utilization	140	74.5
Support & Utilization	5	2.7

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 163

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Children with Handicaps	26	13.8
School Dropouts	91	48.4
Academically Slow	34	18.1
Bilingual	61	32.4
Educationally Disadvantaged	21	11.2

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 164

RESEARCH OF TEACHING TECHNIQUES AND LEARNING CONDITIONS (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Bilingual Education	52	27.7
Tutorial Education	79	42.0
Individualized Education	92	48.9

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 165

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Cognitive Development	96	51.1
Language Development	62	33.0
Cognitive Performance	49	26.1
Social-Emotional Development	129	68.6
Self Perception	115	61.2
Cultural/Racial Identity	101	53.7
Interpersonal Relations	51	27.1
Attitude on Work	36	19.1
Attitude on School	41	21.8
Motivation	39	20.7
Coping	31	16.5
Overall Growth & Development	19	10.1

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 166

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Educational Services	187	99.5
Middle Grades	82	43.6
Junior High Grades	83	44.1
High School Grades	88	46.8
Higher Education	67	35.6
Adult Basic Education	63	33.5
Health Services	27	14.4
Welfare Services	28	14.9

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 167

RESEARCH ON CURRICULUM FOR ADOLESCENTS (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Mathematics Curriculum	99	52.7
Social Studies Curriculum	69	36.7
Language Curriculum	131	69.7
Reading Curriculum	103	54.8
Fine Arts Curriculum	43	22.9
Culture Awareness Curriculum	148	78.7
Science Curriculum	43	22.9
Vocational Education Curriculum	53	28.2
Career Education Curriculum	53	28.2
Physical Education Curriculum	30	16.0
Health Education Curriculum	35	18.6
Parenthood Curriculum	23	12.2
Citizenship Curriculum	24	12.8
Consumers Education Curriculum	40	21.3

---

[a] Percentages of total adolescence research projects funded by OIE.

TABLE 168

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (OFFICE OF INDIAN EDUCATION)

Category	Projects	
	Count	Percent[a]
TOTAL	188	100.0%
Design		
Pretest-Post-Test	119	63.3
Survey	32	17.0
No Information on Project Design	51	27.1
Measures Used		
Observation	19	10.1
Interview	29	15.4
Questionnaire	57	30.3
Named Measure	78	41.5
Unnamed Measure	73	38.8
No Methods Information	38	20.2
Location of Data Collection		
Research in the Home	13	6.9
Classroom	121	64.4
Community Center	44	23.4
Place of Research Not Available	41	21.8

---

[a] Percentages of total adolescence research projects funded by OIE.

OFFICE OF PLANNING, BUDGETING AND EVALUATION
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $12.5 million

Number of Adolescence Research Projects Sponsored in FY '77: 55

Mission:

The mission of OPBE is to evaluate OE programs through contracted projects which utilize research methodology. This office has primary responsibility for planning, budgeting, and evaluating programs administered by the Office of Education. These are Federal programs in elementary, secondary, post-secondary, vocational, career, and special education. OPBE helps the various organizational units of OE to establish program objectives and coordinates their planning and budgeting activities. It prepares analytical studies for developing educational policy and suggests the kinds of information to be collected for use in subsequent planning and evaluation activities.

Fiscal Year '77:

OPBE, through competitive contracts (87%), funded research projects on education services (93%), in particular at higher educational levels (25%), on socio-emotional development (20%), and on mixed racial/ethnic groups (29%). The research, largely evaluation research (69%), involved use of pretest-post-test designs (36%), surveys (56%), questionnaires (54%), interviews (57%), unnamed measures (20%), and classroom settings (38%).

TABLE 169

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (OFFICE OF PLANNING BUDGETING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	55	100.0%
Funding Mechanism		
Competitive Contract	48	87.3
Sole Source	3	5.5
Grant	2	3.6
Competitive	1	1.8
Research Purpose		
Applied	7	12.7
Development	5	9.1
Evaluation Research	38	69.1
Policy Research	5	9.1
Support & Utilization	5	9.1
Conference	2	3.6
Publication	3	5.5

---

[a] Percentages of total adolescence research projects funded by OPBE.

TABLE 170

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (OFFICE OF PLANNING BUDGETING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	55	100.0%
Mexican-American	6	10.9
Black	9	16.4
Mixed Racial/Ethnic Groups	16	29.1
No Ethnicity Information	36	65.5

TABLE 171

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (OFFICE OF PLANNING BUDGETING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	55	100.0%
Cognitive Performance	7	12.7
Social-Emotional Development	11	20.0

TABLE 172

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (OFFICE OF PLANNING BUDGETING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	55	100.0%
Educational Services	51	92.7
Middle Grades	5	9.1
High School Grades	6	10.9
Higher Education	14	25.5

---

[a] Percentages of total adolescence research projects funded by OPBE.

TABLE 173

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (OFFICE OF PLANNING BUDGETING AND EVALUATION)

Category	Projects	
	Count	Percent[a]
TOTAL	55	100.0%
Design		
Longitudinal Study	6	10.9
Pretest-Post-Test	20	36.4
Experimental Approach	3	5.5
Individual Case Study	2	3.6
Survey	31	56.4
No Information on Project Design	21	38.2
Measures Used		
Observation	6	10.9
Interview	28	50.9
Questionnaire	30	54.5
Named Measure	7	12.7
Unnamed Measure	11	20.0
No Methods Information	16	29.1
Location of Data Collection		
Classroom	21	38.2
Place of Research Not Available	34	61.8

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[a] Percentages of total adolescence research projects funded by OPBE.

RIGHT-TO-READ EFFORT
U. S. Office of Education, DHEW

FY '77 Funding of Adolescence Research: $16.0 million

Number of Adolescence Research Projects Sponsored in FY '77: 262

Mission:

Title VII of PL 93-380 establishes the improvement of reading and the elimination of illiteracy as a national goal. This is known as the Right-To-Read Effort. Under Section 701 the Commissioner of Education is asked to provide assistance: (1) to state and local agency efforts to strengthen reading programs in the elementary grades; (2) for the development of educational staff; (3) in defining measurable objectives and evaluating progress toward them; (4) for building up the capacity of preschool reading skills; and lastly, (5) in promoting literacy among youths and adults.

Section 723 of the same act speaks directly to this fifth purpose by calling for the establishment of "Reading Academies." Under the provisions of the Act, the Right-To-Read Effort is called upon to make grants and enter into contracts with state and local educational agencies, universities, community organizations, and other nonprofit organizations having the capacity to provide instruction in reading to youths who do not otherwise receive assistance. Thus, the Right-To-Read Effort deals with a target population which includes push-outs, dropouts, juvenile offenders and others who need instruction in the basic skills.

The National Right-To-Read Effort is charged with the responsibility of demonstrating effective procedures for eliminating present fuctional illiteracy and for preventing its future occurrence. One goal is to create models which could provide corrective remediation for all those who are presently experiencing the results of being functionally illiterate.

Fiscal Year '77:

Right to Read funds 97 percent of its projects through competitive grants. Seventy-four percent of the projects funded by Right to Read can be characterized as demonstration/utilization. Target groups for Right to Read research projects include white adolescents (32%), black adolescents (27%), mixed racial/ethnic groups (39%), lower income populations (30%), groups mixed economically (24%), academically slow adolescents (83%), and bilingual adolescents (20%). Research on developmental processes is sponsored by Right to Read with the following breakdown: cognitive development in general (61%), reading process (38%), and cognitive performance (29%). All of the Right to Read research is focussed on educational services, and almost all on language and reading curricula (99% each). Teaching techniques studied were individualized education (49%) and tutorial education (31%). Grade levels of interest were: middle grades (63%), junior high grades (26%), higher education and adult basic education (23% each). The most common research design was pretest-post-test (91%). Data were collected in classrooms (97%) with named (61%) and unnamed (38%) measures.

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Funding Mechanism		
Grant	262	100.0
Competitive	255	97.3
Research Purpose		
Applied	16	6.1
Demonstration/Replication	14	5.3
Policy Research	51	19.5
Demonstration/Utilization	193	73.7

TABLE 175

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
White	84	32.1
Black	72	27.5
Mixed Racial/Ethnic Groups	103	39.3
No Ethnicity Information	113	43.1

TABLE 176

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Lower Income	78	29.8
Mixed Economically	63	24.0
No Socioeconomic Status Information	144	55.0

---

[a] Percentages of total adolescence research projects funded by Right to Read.

RESEARCH ON ADOLESCENTS WITH SPECIAL CHARACTERISTICS (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
School Dropouts	42	16.0
Academically Slow	218	83.2
Bilingual	52	19.8

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[a] Percentages of total adolescence research projects funded by Right to Read.

TABLE 178

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Cognitive Development	159	60.7
Reading Process	101	38.5
Language Development	45	17.2
Cognitive Performance	76	29.0
Cognitive Factors Related to Education	36	13.7
Social-Emotional Development	43	16.4
Coping	30	11.5
Overall Growth & Development	31	11.8

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[a] Percentages of total adolescence research projects funded by Right to Read.

TABLE 179

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Educational Services	262	100.0
Middle Grades	165	63.0
Junior High Grades	68	26.0
High School Grades	40	15.3
Higher Education	60	22.9
Adult Basic Education	60	22.9

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[a] Percentages of total adolescence research funded by Right to Read.

TABLE 180

RESEARCH ON CURRICULUM FOR ADOLESCENTS (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Language Curriculum	260	99.2
Reading Curriculum	259	98.9

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[a] Percentages of total adolescence research projects funded by Right to Read.

TABLE 181

RESEARCH ON TEACHING TECHNIQUES AND LEARNING CONDITIONS (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Volunteer Service	38	14.5
Bilingual Education	36	13.7
Tutorial Education	81	30.9
Individualized Education	129	49.2

TABLE 182

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (RIGHT TO READ)

Category	Projects	
	Count	Percent[a]
TOTAL	262	100.0%
Design		
Pretest-Post-Test	238	90.8
Measures Used		
Named Measure	161	61.5
Unnamed Measure	101	38.5
Location of Data Collection		
Classroom	255	97.3
Community Center	28	10.7

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[a] Percentages of total adolescence research projects funded by Right to Read.

ACTION

FY '77 Funding of Adolescence Research: $900,000

Number of Adolescence Research Projects Sponsored in FY '77: 3

Mission:

The mission of ACTION is to mobilize people for voluntary service at home and abroad in order to change the conditions that deny fulfillment of human needs.

Fiscal Year '77:

ACTION's three projects of research on adolescence included evaluation research (67%), policy research (33%), research on social-emotional development (33%), on youth participation and the socio-cultural environment (100% each), on laws and policies and the impact of education on the individual and society (67% each), on alternative education (100%), and on higher education (67%). Survey (33%), interview (67%) and questionnaire (67%) techniques were used in the projects. A competitive contract, a sole source contract and a non-competitive grant were the funding mechanisms used.

Plans for Fiscal Year '78:

ACTION, consisting of several volunteer agencies, shall continue to emphasize volunteer service and service learning plans in the upcoming year. Top priority will be given to poor, disadvantaged and urban populations, and to projects that feature career education components. Work experience as an alternative to school, populations serviced outside of the United States and questionnaires as a research technique will be of moderate importance in the next fiscal year.

TABLE 183

DISTRIBUTION OF RESEARCH ON ADOLESCENCE (ACTION)

Category	Projects	
	Count	Percent[a]
TOTAL	3	100.0%
Project Information		
Competitive Contract	1	33.3
Sole Source Contract	1	33.3
Non-Competitive Grant	1	33.3
Evaluation Research	2	66.7
Policy Research	1	33.3
Developmental Processes in Adolescence		
Social-Emotional Development	1	33.3
Attitude on Work	1	33.3
Social Attitude	1	33.3
Adolescence in the Context of the Social and Physical Environment		
Youth Participation	3	100.0
Laws and Policies	2	66.7
Socio-Cultural Environment	3	100.0
Impact of Education on the Individual and Society	2	66.7
Intervention Programs and Activities for Adolescents		
Educational Services	3	100.0
Higher Education	2	66.7
Alternative Education	3	100.0

TABLE 183 (Cont'd)

Category	Projects	
	Count	Percent[a]
Methodological Characteristics		
Survey	1	33.3%
No Information on Project Design	2	66.7
Interview	2	66.7
Questionnaire	2	66.7
No Methods Information	1	33.3

---

[a] Percentages of total adolescence research projects funded by ACTION.

U.S. DEPARTMENT OF AGRICULTURE

FY '77 Funding Amounts Were Unavailable at Printing

Number of Adolescence Research Projects Sponsored in FY '77: 128

Mission:

The purpose of the Department of Agriculture is to acquire and diffuse useful information on agricultural subjects in the broadest sense. The Department's functions encompass research, education, conservation, marketing, regulatory work, agricultural adjustment, surplus disposal, and rural development. Certain of its many research goals focus on "people-oriented programs." There are studies of the family which emphasize the interrelationships between human beings, their near environment, and their interactions which are particularly relevant to adolescence.

Current social concerns such as malnutrition, mobility (both geographical and social), interpersonal understanding, adolescent roles, occupational and educational goals, personal stability, social adjustment, learning processes, intergenerational values and school achievement are all within the purview of the USDA and Land-Grant Institution research.

Fiscal Year '77:

Fifty-seven percent of the research sponsored by USDA is basic research, and 31 percent is applied. Eighty percent of this research is funded through an agreement. Social-emotional development (47%), physical development (37%), nutrition (31%), the socio-cultural environment (37%), the effect of SES status (22%), and educational services (27%) are subjects of interest. Methodological characteristics of the funded research were: longitudinal studies (20%), survey methods (27%), and use of interviews (29%) and questionnaires (23%).

Plans for Fiscal Year '78:

USDA will continue its high levels of interest in poor and minority populations, particularly Blacks, Puerto-Ricans, Mexican-Americans and Native Americans. High levels of research interest are focussed on attitudes, and on in-school vocational education. In addition, a strong emphasis is placed on the sociological perspective and on the longitudinal research approach for the '78 fiscal year. Also, research on nutrition and family functions receives increased emphasis with work experience and on-the-job training receiving moderate levels of support.

TABLE 184

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Funding Mechanism		
Agreement	102	79.7
Sole Source Contract	19	14.8
Grant	6	4.7
Intramural	1	.8
Research Purpose		
Basic	73	57.0
Applied	40	31.3
Development	16	12.5
Demonstration/Replication	2	1.6
Evaluation Research	5	3.9
Policy Research	7	5.5
Support & Utilization	1	.8
Information Dissemination Systems	1	.8

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 185

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
White	20	15.6
Black	16	12.5
Mixed Racial/Ethnic Groups	25	19.5
No Ethnicity Information	97	75.8

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 186

ADOLESCENCE RESEARCH BY SOCIOECONOMIC STATUS (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Lower Income	25	19.5
Mixed Economically	21	16.4
No Socioeconomic Status Information	96	75.0

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 187

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Physical Development	47	36.7
Nutrition	40	31.3
Cognitive Development	14	10.9
Social-Emotional Development	60	46.9
Interpersonal Relations	13	10.2
Motivation	13	10.2

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 188

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Economic Environment	18	14.1
Neighborhood Environment	25	19.5
Geographic Location	16	12.5
Socio-Cultural Environment	47	36.7
Ethnic/Racial Culture	22	17.2
SES Status	28	21.9
Impact of Education on Individual & Society	18	14.1

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 189

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Educational Services	35	27.3
Health Services	19	14.8
Nutrition Programs	14	10.9

---

[a] Percentages of total adolescence research projects funded by USDA.

TABLE 190

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (U.S. DEPARTMENT OF AGRICULTURE)

Category	Projects	
	Count	Percent[a]
TOTAL	128	100.0%
Design		
Longitudinal Study	26	20.3
Pretest-Post-Test	8	6.3
Experimental Approach	7	5.5
Multidisciplinary	8	6.3
Survey	35	27.3
No Information on Project Design	66	51.6
Measures Used		
Interview	37	28.9
Questionnaire	30	23.4
Named Measure	9	7.0
Unnamed Measure	19	14.8
No Methods Information	56	43.8
Location of Data Collection		
Classroom	15	11.7
Place of Research Not Available	103	80.5

---

[a] Percentages of total adolescence research projects funded by USDA.

U. S. DEPARTMENT OF LABOR

FY '77 Funding of Adolescence Research: $14.8 million

Number of Adolescence Research Projects Sponsored in FY '77: 20

Mission:

The Department of Labor is charged with administering and enforcing legislation which promotes the welfare of wage earners, improves their working conditions and advances their opportunities for profitable employment. The objectives of the Employment and Training Administration are to provide job training and employment opportunities for the economically disadvantaged, unemployed, and underemployed persons, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, state, and local programs.

The research and development program of the Employment and Training Administration places special emphasis on developing new labor market knowledge and innovative operating techniques which might lead to the improved effectiveness of these programs. More specifically, Section 311 of the Comprehensive Employment and Training Act (CETA) charges the Department of Labor with a number of major research and development responsibilities. Part (a) calls for a research program which will "aid in the solution of the nation's manpower problems," reduce unemployment without upsetting its balance with price stability, diminish discrimination and disadvantage, and ease the "transitions" from school to work, from one job to another, from work to retirement, and from retirement to work. Part (b) requires that the Department establish a program of experimentation, demonstration, and pilot projects to improve techniques and to demonstrate the effectiveness of specialized manpower development programs. This section specifically prohibits projects which would experiment with either subsidized wage employment in the private sector or with less than minimum wages. Lastly, section (c) requires that the Department conduct a thorough evaluation of programs funded under the Act to determine their effectiveness in "meeting the needs" for employment opportunities or continuing educational support services for the disadvantaged, the chronically unemployed, and those with low incomes.

Fiscal Year '77:

An important development in 1977 with respect to federally sponsored research on adolescence was the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) which allocates to DOL funds for employment for adolescents, and funds for related research. YEDPA is based on the premise that more information and experimentation is needed before a long-term national youth program could be designed. Thus, the Act authorized undertaking a large variety of innovative projects and programs to explore the relative effectiveness of different approaches in assisting economically disadvantaged and other youth to complete high school, enter the world of work and achieve job stability and advancement. In order to meet these requirements and responsibilities, DOL has prepared a Knowledge Development Plan (KDP) for YEDPA setting forth specific goals and objectives. The strategy delineated in the KDP calls for three distinct types of efforts: demonstration projects, special research studies, and program evaluations.

In FY '77 DOL emphasized employment (73%), the changing job market (31%), and socio-cultural environments (31%) as they affect adolescents. Welfare services (38%) and employment programs (35%) were also researched and longitudinal methods (42%) were utilized as a project design, and interviews (27%) were used for data collection. Research was funded predominantly through grants (61%). Of the research sponsored by DOL, 35 percent was basic and 42 percent was applied.

Plans for Fiscal Year '78:

Department of Labor research plans for FY '78 focus on the areas of work experience as an alternative to school, voucher plans, and in-school vocation, and on-the-job career education. Target populations of strong interest include minority populations (Blacks, Puerto-Ricans, Mexican-Americans and Native Americans), the poor, urban, and migratory populations. Survey analysis and longitudinal techniques are the research techniques which are to receive the most emphasis in FY '78.

The areas of volunteer service, test development, observation methods, research design, survey analysis, interview and questionnaire methods, global approaches and statistical techniques will generate moderate interest in FY '78, as will retarded, bilingual and drug user target populations. This will also include academic achievement, self concept, interview/questionnaire techniques and sociological and psychological approaches. Low priority shall be attached to physical and emotional handicaps and middle class populations, socio-emotional development, nutrition, family and environmental influences on the adolescent, availability and utilization of health services, education equipment, methods to improve comparability, intelligence tests and observation techniques.

TABLE 191

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (DEPARTMENT OF LABOR)

Category	Projects	
	Count	Percent[a]
TOTAL	26	100.0%
Funding Mechanism		
Competitive Contract	1	3.8
Sole Source Contract	2	7.7
Grant	16	61.5
Non-Competitive	2	7.7
Intramural	1	3.8
Research Purpose		
Basic	9	34.6
Applied	11	42.3
Development	2	7.7
Demonstration/Replication	4	15.4
Evaluation Research	2	7.7
Policy Research	2	7.7
Demonstration/Utilization	1	3.8
Support & Utilization	1	3.8
Publication	1	3.8

---

[a] Percentages of total adolescence research projects funded by DOL.

TABLE 192

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (DEPARTMENT OF LABOR)

Category	Projects	
	Count	Percent[a]
TOTAL	26	100.0%
Economic Environment	19	73.1
Employment	19	73.1
Youth Participation	5	19.2
Changing Job Market	8	30.8
Laws and Policies	4	15.4
Socio-Cultural Environment	8	30.8
Impact of Education on Individual and Society	6	23.1

---

[a] Percentages of total adolescence research projects funded by DOL.

TABLE 193

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (DEPARTMENT OF LABOR)

Category	Projects	
	Count	Percent[a]
TOTAL	26	100.0%
Educational Services	4	15.4
Alternative Education	3	11.5
Welfare Services	10	38.5
Employment Programs	9	34.6

---

[a] Percentages of total adolescence research projects funded by DOL.

TABLE 194

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (DEPARTMENT OF LABOR)

Category	Projects	
	Count	Percent[a]
TOTAL	26	100.0%
Design		
Longitudinal Study	11	42.3
Pretest-Post-Test	5	19.2
Experimental Approach	5	19.2
Survey	3	11.5
No Information on Project Design	9	34.6
Measures Used		
Observation	1	3.8
Interview	7	26.9
Questionnaire	4	15.4
Unnamed Measure	4	15.4
No Methods Information	16	61.5
Location of Data Collection		
Classroom	1	3.8
Group Care Facility	1	3.8
Place of Employment	3	11.5
Place of Research Not Available	21	80.8

---

[a] Percentages of total adolescence research projects funded by DOL.

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE
National Institute for Juvenile Justice and Delinquency Prevention

FY '77 Funding of Adolescence Research: $6.1 million

Number of Adolescence Research Projects Sponsored in FY '77: 25

Mission:

The Juvenile Justice and Delinquency Prevention Act of 1974 (JJDP Act) created a new Federal program to combat delinquency, and responsibility for administering the Act was delegated to the Law Enforcement Assistance Administration (LEAA). The Act created the Office of Juvenile Justice and Delinquency Prevention and, within that Office, the National Institute of Juvenile Justice and Delinquency Prevention. This Institute is now the center in LEAA for all juvenile-related research. It has assumed the responsibilities for juvenile research previously sponsored under the National Institute for Law Enforcement and Criminal Justice (LEAA's research arm) as well as the new functions mandated under the Act. Thus the Juvenile Justice Institute presently supports research through funds provided by the JJDP Act and the Omnibus Crime Control and Safe Streets Act of 1968, as amended.

Functions. The National Institute for Juvenile Justice has five major functions: (1) to conduct, encourage, and coordinate research relating to any aspect of juvenile delinquency; (2) to conduct, encourage, and coordinate evaluation relating to any aspect of juvenile delinquency; (3) to collect, prepare, and disseminate useful data regarding the treatment and control of juvenile offenders; (4) to provide training for personnel connected with the treatment and control of juvenile delinquency; and (5) to develop standards for the administration of juvenile justice at the Federal, state, and local levels.

The Institute's research and evaluation efforts are coordinated with and support the discretionary programs of the Office of Juvenile Justice. Some of the major programs include the following: the deinstitutionalization of status offenders (juveniles who have committed acts that would not be criminal for adults); diversion of offenders from the juvenile justice system; reduction of serious crime committed by juveniles; and juvenile delinquency prevention. Presently efforts are being undertaken for a national assessment of juvenile corrections, a study of long-range trends that will affect juvenile justice programming, and evaluation of the community-based programs developed in Massachusetts after that State closed its training schools in 1972.

Fiscal Year '77:

LEAA sponsored research with grants (100% - competitive: 40%) centering on crime and delinquency (84% each), laws and policies affecting youth (68%), youth culture (48%), legal rights (36%), status offenses (32%) and youth participation (32%), and social-emotional development (24%). Research on delinquency treatment programs (60%) and law enforcement (36%) was also important. With respect to research on research methods, LEAA emphasized data classification (40%). Thirty-six percent of the research funded by LEAA was evaluation research, and 20 percent was applied. Methodologically the research was characterized by surveys (36%), longitudinal aspects (20%), pretest-posttest designs (20%), and interviews (40%).

TABLE 195

PROJECT INFORMATION ON ADOLESCENCE RESEARCH (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Funding Mechanism		
Grant	25	100.0
Competitive	10	40.0
Research Purpose		
Applied	5	20.0
Evaluation Research	9	36.0
Policy Research	4	16.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

TABLE 196

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Social-Emotional Development	6	24.0
Self Perception	4	16.0
Interpersonal Relations	3	12.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

TABLE 197

RESEARCH ON ADOLESCENCE IN THE CONTEXT OF THE SOCIAL AND PHYSICAL ENVIRONMENT (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Youth Participation	8	32.0
Neighborhood Environment	4	16.0
Laws and Policies	17	68.0
Legal Rights	9	36.0
Status Offenses	8	32.0
Regulations	3	12.0
Socio-Cultural Environment	14	56.0
Youth Culture	12	48.0
Social Problems	21	84.0
Crime	21	84.0
Delinquency	21	84.0
Ecological Study	3	12.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

TABLE 198

RESEARCH ON INTERVENTION PROGRAMS AND ACTIVITIES FOR ADOLESCENTS (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Delinquency Treatment	15	60.0
Law Enforcement	9	36.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

TABLE 199

RESEARCH ON METHODS USED IN RESEARCH ON ADOLESCENCE (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Data Classification	11	44.0
Statistical Analysis	4	16.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

TABLE 200

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (LAW ENFORCEMENT ASSISTANCE ADMINISTRATION)

Category	Projects	
	Count	Percent[a]
TOTAL	25	100.0%
Design		
Longitudinal Study	5	20.0
Pretest-Post-Test	5	20.0
Experimental Approach	1	4.0
Survey	9	36.0
Cross Cultural Research	1	4.0
No Information on Project Design	6	24.0
Measures Used		
Observation	2	8.0
Interview	10	40.0
Questionnaire	4	16.0
Unnamed Measure	3	12.0
No Methods Information	9	36.0
Location of Data Collection		
Classroom	1	4.0
Place of Research Not Available	24	96.0

---

[a] Percentages of total adolescence research projects funded by LEAA.

NATIONAL SCIENCE FOUNDATION

FY '77 Funding of Adolescence Research: $747,135

Number of Adolescence Research Projects Sponsored in FY '77: 21

Mission:

The NSF Act of 1950 states that the Foundation is established to promote the progress of science, advance national health, prosperity, and welfare, and secure national defense. Among the Foundation's general functions are: 1) initiating and supporting basic scientific research, and programs to strengthen scientific research potential and science education programs at all levels, and appraising the impact of research upon industrial development and the general welfare; 2) evaluating the status and needs of the various sciences taking into consideration the results of this evaluation in correlating its research and educational programs with other Federal and non-Federal programs; and, 3) recommending and encouraging the pursuit of national policies for the promotion of basic research and education in the sciences.

Following reorganization of the Foundation in 1975, greater emphasis was placed on support of research on the development of behavior, including cognitive development, socioemotional development and language acquisition. Basic research related to adolescence is supported by the Division of Behavioral and Neural Sciences and the Division of Social Sciences. No specific areas of research on adolescence receive special emphasis.

Fiscal Year '77:

This agency funded all of its projects as grants and most projects were basic research (62%), while 24 percent were applied. Cognitive development (71%), particularly factors related to education and performance (38% each), and learning processes (33%) were emphasized in the past fiscal year. Research was also funded on language development (29%), and concept formation and problem solving (24% each). Research on social-emotional development was included in 29 percent of the projects with 24 percent focussing on interpersonal relations. Target populations of interest included white populations (29%), mixed racial/ethnic groups (29%), and other ethnic groups (groups other than whites, blacks, Hispanic Americans, Asian or Pacific islanders or native Americans - 24%). Research projects funded by NSF included the following methodological characteristics: pretest-post-test design (24%), experimental approach (24%), survey (24%), observation (24%), interviews (24%), questionnaires (24%), named measures (33%), unnamed measures (29%), and data collection in the laboratory (29%).

Plans for Fiscal Year '78:

In FY '78 NSF will place a strong emphasis on research in the area of socioemotional development, particularly the categories of decision-making, attitudes and behavior. The anthropological approach is the research technique which is most strongly emphasized. In addition, a moderate emphasis on research methodology, specifically programmed evaluation methods, research design and longitudinal research, is planned. Survey analysis, longitudinal techniques, and biological, sociological and psychological emphases are research approaches and techniques which will receive moderate agency interest in FY '78.

TABLE 201

PROJECT INFORMATION ON ADOLESCENCE (NATIONAL SCIENCE FOUNDATION)

Category	Projects	
	Count	Percent[a]
TOTAL	21	100.0%
Funding Mechanism		
Grant	21	100.0
Research Purpose		
Basic	13	61.9
Applied	5	23.8
Development	2	9.5
Policy Research	1	4.8
Support & Utilization	1	4.8

---

[a] Percentages of total adolescence research projects funded by NSF.

TABLE 202

ADOLESCENCE RESEARCH BY RACE AND ETHNIC IDENTITY (NATIONAL SCIENCE FOUNDATION)

Category	Projects	
	Count	Percent[a]
TOTAL	21	100.0%
White	6	28.6
Mixed Racial/Ethnic Groups	6	28.6
Other Ethnic Groups	5	23.8
No Ethnicity Information	14	66.7

---

[a] Percentages of total adolescence research projects funded by NSF.

TABLE 203

RESEARCH ON DEVELOPMENTAL PROCESSES IN ADOLESCENCE
(NATIONAL SCIENCE FOUNDATION)

Category	Projects	
	Count	Percent[a]
TOTAL	21	100.0%
Cognitive Development	15	71.4
Concept Formation	5	23.8
Problem Solving	5	23.8
Creativity	3	14.3
Learning Processes	7	33.3
Language Development	6	28.6
Cognitive Performance	8	38.1
Cognitive Factors Related to Education	8	38.1
Social-Emotional Development	6	28.6
Interpersonal Relations	5	23.8
Social Attitude	3	14.3

---

[a] Percentages of total adolescence research projects funded by NSF.

TABLE 204

METHODOLOGICAL CHARACTERISTICS OF RESEARCH ON ADOLESCENCE (NATIONAL SCIENCE FOUNDATION)

Category	Projects	
	Count	Percent[a]
TOTAL	21	100.0%
Design		
Longitudinal Study	4	19.0
Pretest-Post-Test	5	23.8
Experimental Approach	5	23.8
Individual Case Study	2	9.5
Multidisciplinary	1	4.8
Survey	5	23.8
Cross Cultural Research	4	19.0
No Information on Project Design	5	23.8
Measures Used		
Observation	5	23.8
Interview	5	23.8
Questionnaire	5	23.8
Named Measure	7	33.3
Unnamed Measure	6	28.6
No Methods Information	4	19.0
Location of Data Collection		
Research in the Home	1	4.8
Laboratory	6	28.6
Classroom	3	14.3
Community Center	1	4.8
Place of Research Not Available	14	66.7

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[a] Percentages of total adolescence research projects funded by NSF.

APPENDIX A

AGENCY PLANS FOR ADOLESCENCE RESEARCH IN FISCAL YEAR '78

The information shown in this appendix was derived from questionnaires distributed to individuals within the member agencies. For each area, the agencies who indicated a high, medium, or low level of interest are listed in the appropriate columns. A rating of high indicates high priority within that agency for research activity in that area. Medium is designated when the research area is of substantial but secondary interest to the agency. Low denotes areas of research which might be supported on a low priority basis. A plus or minus shown in parentheses following an agency acronym indicates that the agency's Fiscal Year '78 level of interest in that area has increased or decreased significantly from Fiscal Year '77.

Agency Plans for Adolescence Research and Development in FY '78

Specific Interests By General Area	Level of Agency Interest FY '78		
	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS			
Physically Handicapped	BEH(+)	BOAE, OIE(-) NCES	DOL
Aurally Handicapped	BEH(+)	NINCDS	NSF, NICHD
Visually Handicapped	BEH(+)		NSF, NICHD
Neurologically Handicapped	NICHD, BEH(+)		NINCDS
Orthopedically Handicapped	BEH(+)		NICHD
Speech	BEH(+)	NICHD	
Emotionally Handicapped	BEH(+), NIMH		BOAE, OIE, DOL
Schizophrenic	BEH(+)	NIMH	
Autistic	BEH(+)	NIMH	NICHD, NINCDS
Emotional Aspects of Drug Abuse	NIAAA, NIDA		
Intellectually Handicapped	BOAE	NIMH	
Retarded	NICHD	OIE, DOL, ACYF	NIMH, NINCDS
Learning Disabled	NICHD	OIE, NINCDS(+), ACYF	NIMH
Academically Slow	OIE	NICHD, ACYF	
School Dropouts	BOAE, OIE	NICHD, ACYF	USDA
Bilingual	BOAE, OIE NCES	BEH, DOL, ACYF	USDA, NICHD, NIMH

	Level of Agency Interest FY '78		
Specific Interests By General Area	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS (Continued)			
Drug Users		OIE, DOL	BOAE, ACYF
Heroin	NIDA		
Marijuana	NIDA		
Alcohol	NIAAA	NIDA	USDA
Multiple Drug Use	NIAAA, NIDA		
Related to Pregnancy Outcome	NIAAA		NICHD(+)
Abused or Neglected Adolescents	ASPE(+), NIMH, ACYF	OIE, NIAAA	USDA, NICHD, BEH, NIDA
Delinquent	NIMH	DOL, NIAAA, ACYF	NSF(+), ASPE(+), NIDA
Runaways	ASPE, NIMH, ACYF	NIAAA	NIDA
Adolescent Parents	NICHD, BOAE, ASPE(+), NIAAA NIMH, ACYF(+)		USDA, NIDA
Demographic Characteristics			
Black Population	USDA, DOL, NIAAA	BOAE, ACYF	
White Population	USDA, DOL	BOAE, NIAAA, ACYF	
Puerto Rican	USDA, DOL	BOAE, NIAAA, ACYF	
Mexican-American	USDA, DOL, NIAAA	BOAE, ACYF	
Oriental-American		USDA, BOAE, DOL, NIAAA, ACYF	
Native American	USDA, OIE, DOL, NIAAA	BOAE, ACYF	

	Level of Agency Interest FY '78		
Specific Interests By General Area	HIGH	MEDIUM	LOW
TARGET POPULATION CHARACTERISTICS (Continued)			
Demographic Characteristics (Continued)			
Poor or Disadvantaged	USDA, BOAE, DOL, ACTION, ACYF	NIAAA	
Middle Class		USDA, OIE (-), ACYF	DOL
Urban	BOAE, DOL, ACTION	USDA, ACYF	NICHD(+)
Suburban		USDA, DOL, ACYF	
Indian Reservation	BOAE, OIE, ASPE(+), DOL, NIAAA	USDA, ACYF	
Migratory Population	DOL	USDA, BOAE, ACYF	OIE
Population Outside U.S.		BOAE, ACTION	USDA, NICHD
Rural Non-Reservation	BOAE, OIE, ASPE(+)	USDA, ACYF	NICHD(+)
SUBJECT FOCUS			
Cognitive Development	NSF(+), BEH(+)	NIAAA NINCDS(+)	USDA, NIDA
Language Development	NSF(+), NICHD, BEH(+), OIE	ACYF	NINCDS
Thought Processes	NSF, NICHD, BEH(+), OIE	ACYF	
Perception/Attention	NSF, BEH(+)	NICHD, OIE, ACYF	USDA
Decision-Making	NSF	USDA, NICHD, BOAE, OIE, NIMH, ACYF	
Socioemotional Development	NSF(+), NIMH	BEH, NIAAA	DOL, ACYF, NIDA
Personality Development	NIMH	USDA, NSF, NICHD, OIE, ACYF	

Specific Interests By General Area	Level of Agency Interest FY '78		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS (Continued)			
Socioemotional Development (Continued)			
Emotional Development	NIMH	NSF, NICHD(+), BEH, OIE, ACYF	USDA
Attitudes	USDA, NSF	NICHD, BEH, BOAE, OIE, NIMH, ACYF	DOL
Behavior	NSF, NICHD	BEH, BOAE, OIE, NIMH, ACYF	USDA, DOL
Physical Development		BEH, NIAAA, NIMH	DOL, NIDA
Body Growth		NICHD, NIMH	USDA, OIE, NINCDS, ACYF
Physical Disease		NICHD, NINCDS	USDA, OIE
Veneral Disease		NINCDS	
Neurological Disease		NICHD, NINCDS	
Nutrition	NICHD(+)	USDA(+), NIMH	DOL
Family Influences on the Adolescent	OIE, ASPE(+), NIAAA	ACYF	NSF, DOL, NIDA
Family Structure	NICHD, OIE	NIMH	USDA(+), NSF
Family Functions	NICHD, OIE, ACYF	USDA(+), NIMH	NSF
Parenting Skills	OIE, ACYF	NICHD(+), NIMH	USDA(+)
Neighborhood Influences	NIAAA	BOAE, DIE, NIDA	
Physical Environment	OIE	ACYF	USDA(+), NICHD, DOL
Social Environment	NICHD, OIE NIMH, ACYF	USDA, NSF(+) NIAAA	DOL

	Level of Agency Interest FY '78		
Specific Interests By General Area	HIGH	MEDIUM	LOW
SUBJECT FOCUS (Continued)			
Neighborhood Influences on the Adolescent (Continued)			
Institutional Barriers to Youth Development	OIE, ASPE(+), ACYF	BOAE, NIMH	DOL
Availability & Utilization of Health Services			USDA, DOL
Influences of Mass Media/TV on the Adolescent		NICHD, NIMH, NIDA	USDA, NSF, OIE, ASPE(+) NIAAA, ACYF
Special Education			
Remedial Reading	OIE		
Hyperkinesia	OIE	BEH, NIMH	NINCDS
Innovative Education (within schools)			
Voucher Plans	DOL		
Open Classrooms		BOAE	OIE
Desegregation		BOAE	NSF
Equipment	BEH		BOAE, OIE, DOL
Special Programs			
For Delinquency	ASPE(+)	NIMH	
For School Health			
For Drug Education	NIAAA, NIDA		
Developmental Continuity		ACYF	
Service Learning Plans	ACTION		
Alternatives to Schools			
Work Experience (Job Skills Secondary)	BOAE, DOL	USDA, BEH ACTION, ACYF, NIDA	OIE

Specific Interests By General Area	Level of Agency Interest FY '78		
	HIGH	MEDIUM	LOW
SUBJECT FOCUS (Continued)			
Alternatives to Schools (Continued)			
Voluntary Service	BOAE, ACTION	DOL, ACYF	USDA, OIE
Age-Balanced Institutions			ACYF
Schools "Without Walls"	BOAE		ACYF
Career Education	BEH(+), ACTION		
In School Vocational/ Technical Education	USDA, BEH, BOAE, DOL	OIE	NICHD
On the Job Skill Development	BEH, BOAE DOL	USDA, OIE	
Career Orientation and Guidance	BEH, BOAE	OIE	
Psychotherapy & Psychological Counseling	BOAE, NIAAA	NIDA	NICHD, OIE
Guidance	BOAE	OIE	
Counseling of Youth and Families of Runaways	BOAE, NIMH, ACYF	ASPE(+)	
Birth Control/Abortion	NICHD		
Contraception	NICHD	NIMH	
Research on Research Methodology			
Development of Tests and Measures	NIAAA, ACYF	USDA, BEH BOAE, DOL	NSF, NICHD, OIE, NIMH, NIDA
Program Evaluation Methods	OIE, ASPE(+) DOL, NIAAA, NIMH, ACYF	USDA, NSF BEH, BOAE	NICHD
Observational Methods	NIAAA, NIMH	BEH, DOL, ACYF	USDA, NSF, NICHD

	Level of Agency Interest FY '78		
Specific Interests By General Area	HIGH	MEDIUM	LOW
SUBJECT FOCUS (Continued)			
Research on Research Methodology (Continued)			
Research Designs	NIMH	USDA, NSF BEH, DOL, ACYF	NICHD
Survey Analysis	ACYF , NIDA	NSF, BEH DOL	USDA, NICHD NIMH
Statistical Techniques	NCES, NIMH , ACYF	NSF, BEH DOL	USDA, NICHD
Longitudinal Research	DOL, NIAAA NIMH	USDA, NSF, NICHD, BEH , ACYF	
Methods to Improve Comparability	NIMH , ACYF, NIDA	USDA, BEH BOAE	NSF, NICHD, DOL
Global Approaches		DOL , ACYF	USDA, NSF, NICHD
Interview Techniques	NCES	BEH, DOL NIMH , ACYF	USDA, NSF, NICHD
Questionnaire Methods	NCES	USDA, BEH DOL, NIMH , ACYF	NSF, NICHD
APPROACHES & TECHNIQUES TO BE UTILIZED			
Intelligence Tests	BEH	NICHD , ACYF	BOAE, DOL NIMH , NINCDS
Academic Achievement Tests	BEH	NICHD, BOAE DOL , NINCDS, ACYF	USDA, NIMH
Self Concept/Locus of Control Measures		DOL , ACYF, NIDA	USDA, NSF, NICHD, BEH, BOAE, NIMH
Observational Techniques	NIMH	NSF, NICHD BEH, BOAE, NIAAA, NINCDS, ACYF	DOL, USDA

Specific Interests By General Area	Level of Agency Interest FY '78		
	HIGH	MEDIUM	LOW
APPROACHES & TECHIQUES TO BE UTILIZED (Continued)			
Interview Techniques	NIAAA, NIMH	BOAE, DOL, ACYF	USDA, NSF, NICHD, BEH, NIDA
Survey Analysis	DOL, NIAAA NIMH, ACYF, NIDA	USDA, NSF, NICHD, BOAE	BEH, NIMH
Questionnaires	NCES, NIAAA, NIMH	USDA, BEH, BOAE, DOL ACTION, ACYF	NSF, NICHD
Longitudinal Techniques	USDA, DOL, NIAAA, NCES, NIDA	NSF, NICHD, BOAE, NIMH, NINCDS(+), ACYF	BEH
Historical Emphasis		NIAAA, ACYF, NIDA	USDA, NICHD, BEH
Sociological Emphasis	USDA, NICHD, NIAAA, NIMH	NSF, BEH, DOL, ACYF, NIDA	BOAE
Psychological Emphasis	NICHD, NIAAA, NIMH	USDA, NSF, BEH, DOL, ACYF, NIDA	BOAE
Political Emphasis		ACYF	NIMH, USDA, NSF, NICHD
Biological Emphasis	NICHD, NIAAA, NIMH, NINCDS	NSF, NIDA	BEH, USDA, ACYF
Anthropological Emphasis	NSF	NICHD, ACYF	BEH, NIMH, USDA
Secondary Analysis of Data	ASPE(+), ACYF		NSF, NIAAA,
Operations Systems Analysis	NCES		NIAAA

APPENDIX B

THE INTERAGENCY PANEL FOR RESEARCH AND DEVELOPMENT ON ADOLESCENCE MEMBERSHIP LIST*

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COMMERCE, U.S. DEPARTMENT OF

I. Bureau of the Census

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II. Office of Federal Statistical Policy and Standards

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HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF

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[*] Persons listed here were acting as representatives of their agencies on the Interagency Panel for Research and Development on Adolescence as of March 1, 1978. This list is subject to change.

HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF (Continued)

I. Office of the Assistant Secretary for Planning and Evaluation (OASPE) (Continued)

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II. Office of Human Development Services (OHDS)

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HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF (Continued)

II. Office of Human Development Services (OHDS) (Continued)

A. Administration for Children, Youth and Families (ACYF) (Continued)

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III. Education

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B. National Institute of Education (NIE)

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III. Education (Continued)

B. National Institute of Education (NIE) (Continued)

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C. Office of Education (OE)

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Mr. Elam K. Hertzler, Ombudsman to State Education, OE, Room 4017, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	254-3473
Mr. W. Stanley Kruger, Special Programs Staff, Bureau of Elementary and Secondary Education (BESE), OE, Room 2083, FOB #6, 400 Maryland venue, S.W., Washington, D.C. 20202	245-8118
Dr. Paul A. Miller, Office of Equal Educational Opportunity (OEEO), OE, Room 2181, ROB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-8488
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Dr. James Spillane, Assistant Director, Office of Drug Education, (ODE), OE, Room 2049, FOB #6, 400 Maryland Avenue, S.W., Washington, D.C. 20202	245-7292
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IV. Public Health Services (PHS)

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HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF (Continued)

IV. Public Health Services (PHS) (Continued)

Office of the Assistant Secretary for Health (Continued)

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A. Alcohol Drug Abuse and Mental Health Administration (ADAMHA)

1. National Institute of Mental Health (NIMH)

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HEALTH, EDUCATION AND WELFARE, U.S. DEPARTMENT OF (Continued)

IV. Public Health Services (Continued)

A. Alcohol Drug Abuse and Mental Health Administration (ADAMHA) (Continued)

3. National Institute on Drug Abuse (NIDA)

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B. Health Services Administration

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Ms. Sheila Hollies, Chief, Program Analysis Section, Office of Planning and Evaluation, NICHD, Landow Building, Room C-609, 7910 Woodmont Avenue, Bethesda, Maryland 20014 — 496-1971

2. National Institute of Neurological and Communicative Disorders and Stroke (NINCDS)

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APPENDIX C

A SELECTED BIBLIOGRAPHY OF DOCUMENTS PREPARED FOR THE INTERAGENCY PANELS ON EARLY CHILDHOOD AND ADOLESCENCE RESEARCH AND DEVELOPMENT*

Section 1: 1975-1977

Bell, R.Q. *Synthesis of topics from first and second conferences on comparability in research*. June 1975.

Bell, R.Q., & Hertz, T.W. Towards more comparability and generalizability of developmental research. *Child Development*, March 1976, *47*(1), 6-13.

Grotberg, E.H., & Hurt, M., Jr. Federal efforts toward enhancing comparability in research results on childhood and adolescence. *Journal of Youth and Adolescence*, 1975, *4*(2), 89-91.

Harrell, A.V. *Classification of Federally-funded research in early childhood and adolescence for use with the Interagency Panels' information system for FY '76 data collection*. June 1976. FY '76 users manual also available.

Hertz, T.W. *Proceedings of the Symposium on Ecological Approaches to Research on Child Development* (held September 27-28, 1976). Executive summary also available. December 1976.

Hertz, T.W. *Texas and Federal needs for reserach on children and youth. A followup to the Workshop on Research and Policy Needs: A State/Federal Approach*. July 1976.

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Hertz, T.W. *Ongoing research on children and youth: Focus on the family*. July 1977.

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*Listed documents are available from the Social Research Group, George Washington University. Documents with an ERIC number may be ordered from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia, 22210, (703) 841-1212.

Hertz, T.W., & Mann, A.J. *Toward interagency coordination. FY '75 Federal research and development activities pertaining to early childhood, fifth annual report*. December 1975. (ERIC Document Reproduction Service No. ED 121-467)

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Heyneman, S.P., Mintz, P.C., & Mann, A.J. *Toward interagency coordination. FY '76 Federal research and development on adolescence*. Fourth annual report. February 1977. (ERIC Document Reproduction Service No. ED 143-416)

Heyneman, S.P., & Thomas, D.R. *A generalized matrix for research in youth participation*. January 1977.

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Hurt, M., Jr. *Convergent hypotheses derived from the family research group of OCD-sponsored projects*. October 1975.

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Hurt, M., Jr., & Lindsey, W.E. *Towards comparability in family research II: An analysis of comparability potential and information on FY '75 OCD research projects on the family*. January 1976.

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Snapper, K.J., Barriga, H.H., Baumgarner, F.H., & Wagner, C.S. *The status of children 1975*. Spring 1975. (ERIC Document Reproduction Service No. ED 129-429)

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Stern, C. *Utility and feasibility of an instrument repository for researchers working with adolescent populations*. May 1975.

Vasaly, S. *Foster care in five states: A synthesis and analysis of studies from Arizona, California, Iowa, Massachusetts, and Vermont*. June 1976. (DHEW Publication No. [OHD] 76-30097).

Section 2: 1971-1974

Bell, R.Q., & Hurt, M., Jr. (eds.) *Proceedings of the First Conference on Comparability in Research* (held November 4, 1974). December 1974.

Chapman, Jr. *Early childhood research and development needs, gaps, and imbalances: Overview*. February 1972. (ERIC Document Reproduction Service No. ED 086-358)

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Escalona, S.K. *Research and service delivery problems concerning the impact of hospitals (including outpatient facilities) on the mental health of young people*. March 1973.

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